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ABSTRACT

The Urban Teacher Education Program (UTEP) is a project of Indiana University Northwest (IUN) and three urban school districts (Gary, East Chicago, and Hammond, Indiana) to develop novice teachers, continue professional development among experienced professionals, and provide a forum for research on teacher education. Following discussion of the cultural differences in universities and schools, sections of the report focus on: governance of the collaborative; recruitment of students; development of Professional Development Schools (PDSs) called Professional Development Centers (PDCs) in this collaborative; cost factors; and continuing efforts to institutionalize UTEP. This collaborative has provided new teachers with expertise in urban education, in developing a collaborative environment, and in finding better ways to communicate and to understand others in spite of educational, cultural, ethnic, gender, and class differences. Most university professors and teachers who have been working in UTEP have found PDCs to be potentially better places to prepare new teachers. The report concludes with four recommendations: (1) redirect the focus of UTEP to be more school-centered; (2) create an atmosphere of mutual respect, trust, and ownership among all partners; (3) design a governance structure that is broad based; and (4) use creative means to finance the program. Nine appendices include survey and program data, a model and program descriptions, budget, agreements, and staff recommendations. (Contains 65 references.) (ND)

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ED 406 331

UTEP

URBAN TEACHER EDUCATION PROGRAM

FINAL REPORT TO THE LILLY ENDOWMENT ON PROGRAM EVALUATION

by
Pamela A. Sandoval, Ph.D.

Indiana University Northwest
School City of East Chicago
School City of Hammond
Gary Community School Corporation

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Urban Teacher Education Program
Final Report to the Lilly Endowment
on Program Evaluation

Executive Summary and Recommendations

. We, the participants of the Urban Teacher Education Program (UTEP), have learned from our successes and our failures. We continue to learn as we institutionalize the successful aspects of the collaborative and rethink and rebuild the areas that need improvement. During the five years of the program, the participants of UTEP have learned a great deal about developing and maintaining a university-school collaborative and about Professional Development Centers. This summary is meant to provide the Lilly Endowment a set of recommendations based on the formative and summative evaluation of UTEP.

Need for Conflict Resolution

Both nationally and locally, when universities and schools collaborate, a certain amount of conflict is to be expected. If collaboratives learn to deal with it effectively, this conflict can be healthy. When conflict occurs, too many groups have a tendency to discuss their assumptions with others of like mind. In UTEP, these assumptions often were not discussed with those who might not agree. Too often assumptions were untested. Conflict was often covered up with the result that issues were not always resolved. Adequate problem solving requires that all parties be involved in an honest discussion of the problem with an equitable resolution of the problem.

Need for Inquiry

At all levels, whether it is problem solving about details of collaboration or what happens in university or K-12 classrooms, inquiry should be the center of both the university and school philosophies. A culture of inquiry enhances the education of all students. University professors recognize inquiry in research. Some may engage in inquiry in looking at their own classrooms, but systematic inquiry about curriculum within our Division did not take place until 1995-96. Teachers and administrators in schools may do individual problem solving, but developing systematic means to inquire about teaching and learning have not been part of the school environment. Although UTEP had an evaluation, the actual operation of UTEP lacked inquiry as the center. It is only now, at the end of the program, that the Division is considering inquiry in the form of systematic assessment.

Creation of Assessment System

In UTEP, teachers and professors had concerns about preservice students falling through the cracks in the development of skills and knowledge. Improved assessment at all levels may be considered. The course curriculum, field experience, and student teaching need to be cohesively linked. Teachers should be involved in this rethinking and restructuring of teacher education curriculum. The vision, mission, and philosophy of the teacher education program should guide the course curriculum, the field experiences and student teaching. The curriculum must be linked across courses through a cohesive assessment process so that preservice students graduate with the skills, knowledge and dispositions described by INTASC and other standard creating bodies. Performance-based Assessment should be an integral aspect of teacher education units, PDSs, and collaboratives.

Representative Decision-Making

Any general advising body which might be created regarding PDSs should have equal representation from both the university and the schools. This will ensure that all parties are equally represented in decision making. Obviously, schools should have veto power in their buildings. Similarly, the university needs to define the boundaries of school involvement in university curriculum development. Written agreements should be made with individual districts.

District and university administrators must support PDSs and need to be involved in joint budget decisions. All participants should be provided the opportunity to provide input into the budget making decision. Budget governing bodies do not need to meet as often as the UTEP Policy Board met. The programmatic decision making should be made at the PDC/university level with equity in decision making. These school-based decision making bodies need to meet as often as necessary for smooth functioning of the program.

Whole School Involvement

UTEP used the term Professional Development Center. Most other collaboratives use the term Professional Development Schools. One problem in UTEP was the designation of specific teachers who then received stipends for their participation. Teachers deserve to be paid well for the work they do, however, the individualized pay for becoming a Teacher Instructor was sometimes problematic. Teachers not designated as TIs sometimes felt left out; yet, these other teachers sometimes took field experience students and student teachers without the additional pay. All of the teachers in a school need to be part of the PDS. Those who are qualified may take on field experience students and student teachers. Other teachers may engage in inquiry, professional development or other PDS activities focused on school restructuring. A Coordinator is an

important position. The coordinator provides the organization and support so that PDS activities run smoothly.

The Reward System

The reward structures for university professors and teachers need to match the desired changes. The works of PDSs need to be rewarded in the tenure process at universities. In the institutionalization of UTEP, IUN DOE has created a new category for teaching. To begin, two teaching slots have been set aside so that faculty can become resident faculty. These faculty will spend the 45 hours generally assigned to a 3 credit course in an urban school working with teachers and students. Regular methods faculty need to be rewarded for field time.

The Need for Time

A problem in UTEP and in most PDS collaboratives is time. In hindsight it is clear that more money should have been allocated to release time for both professors and teachers to engage in planning. Paying teachers to do additional work did not provide the planning time they needed to engage in reflection and inquiry, and in many cases, led to division between those who got extras and those who did not. Providing for four full-time positions, but no release time for the faculty who actually taught the courses led to an impasse on developing an urban curriculum. Those who actually taught the courses and supervised the field and student teaching in the teachers education program were not the same people paid full time to develop the program.

Acknowledgments

I wish to thank all those who made the evaluation of UTEP possible, including the Lilly Endowment for supporting the evaluation, the UTEP Policy Board, the school principals, the three directors, the coordinators, the professors, the Teacher Instructors, the parents, and the students who were UTEP. Participants in UTEP very seriously provided feedback and critique on each stage of the evaluation. Their work is evident throughout this report. I thank all those who trusted me enough to tell me what they really felt and thought about the program. I hope that I have provided a just description that represents their perceptions of successes and their desires for improvement.

I especially wish to acknowledge those who participated in the creation of this final report, especially during the internal stage of the report. A number of people critiqued earlier drafts of this report. Among those who provided helpful suggestions were: John Ban, Paul Blohm, Lew Ciminillo, Mary Ann Chapko, Martha Harris, Kathy Kutie, Debi Maddox, Stella Markovich, Charlotte Reed, José Rosario, Florence Sawicki, Ken Schoon, Geoff Schultz, and Clyde Wiles. Catalina Vasquez and Ascension Tristan provided information on parent participation and critiqued that section of the report. Felicia Bohanon coded and tabulated the yearly TI surveys. George Manous, East Chicago; Don Sohacki, Hammond; and Pete Troupas, Gary, provided the names of teachers hired in the past five years. Lorraine Ensweiler provided lists of IUN graduates, and Peter Kesheimer provided the enrollment figures for IUN and the Division of Education. William Buckley and Peg Schoon diligently provided editing of the report. Mary Ann Chapko provided the results of the yearly student teaching survey, and Paul Blohm and Charlotte Reed provided copies of other Appendices. Wanda Clark and LaTishia Hines typed the tables in the report. Wanda Clark created the cover and its design and proofed the final copy.

Finally, I would like to thank the members of the Policy Board and the UTEP Director for the final review of this report.

Final Report to the Lilly Endowment on Program Evaluation

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Urban Teacher Education Program

Final Report to the Lilly Endowment

on Program Evaluation

INTRODUCTION

Nationally, teacher educators have become increasingly aware of the need to collaborate with schools. NCATE, the accrediting body for colleges of education, and the Indiana Standards Board have developed new guidelines and standards that encourage a greater school presence in the delivery and content of teacher education curriculum and the development of teachers. This form of collaboration between schools and universities is often found in professional development schools. Mainstream theorists called for Professional Development Schools (PDSs) to develop novice teachers, to continue professional development among experienced professionals, and to provide a forum for research in teacher education (Goodlad, 1990; The Holmes Group, 1986, 1990). PDSs were envisioned as places where university professors and teachers would work together to improve education in both universities and schools.

In 1988-89, The Lilly Endowment provided an opportunity for Indiana University Northwest and the three urban school districts, East Chicago, Gary, and Hammond to develop a collaborative that focused on the development of these clinical schools. This collaborative was funded by the Lilly Endowment with contributions from the university and districts.

The purpose of this report is to provide the Lilly Endowment information on the degree to which UTEP was successful in these endeavors. First, I will describe the methods used to collect and analyze information. To fully understand the complexity of the implementation of UTEP, I have provided background and analysis of the cultural differences that exist in universities and schools, including issues of communication, values, inquiry, and reward structures. Within collaboration, I discuss governance and its effect upon UTEP, and then provide detail on the recruitment of students into UTEP and the development of Professional Development Centers (PDCs), including the development of Instructional Teams and the effects of PDCs on teachers, professors, parents, preservice students, and K-12 students. Finally, I discuss the development of curriculum and the continuing effort to institutionalize UTEP into the IUN Division of Education and the local urban districts.

METHODS

This paper provides information from an evaluation of UTEP and provides an overview of information taken from published accounts and public and private discussions about collaboratives between universities and schools. Accounts taken from other collaboratives provide comparisons. Comparisons to other programs and collaboratives are useful ways to get at some issues involved in making judgments and plans regarding existing and new collaboratives that use PDSs. Consequently, I have mixed literature, results, and theory to highlight issues surrounding collaboratives.

Throughout the report I use the term Professional Development Centers (PDCs) to

refer to the UTEP sites. Professional Development Schools (PDSs) is the most common term used among collaboratives. PDS generally refers to the inclusion of a whole school. In UTEP, PDCs included only identified teachers who served as Teacher Instructors.

The full-time program evaluator acted as resident ethnographer using a responsive model of evaluation (Stake, 1975). She used both quantitative and qualitative methods based on a naturalistic model (Lincoln & Guba, 1985). The design, survey forms, and interview protocols were all reviewed by staff, TIs, and/or professors, depending upon the intended audience. As ethnographer and historian, the author also gathered information from ongoing dialogue, including Policy Board, Core Staff, IUN Division meetings, and informal discussions and meetings.

The first four years of the program constituted the formative phase of the evaluation. The basic philosophy behind this formative stage was to attempt to provide information on the program to those who could best use the information. The intent was to allow participants the chance to make changes before any public dissemination. As evidenced in this report, this formative attempt at change was both successful and unsuccessful. UTEP continues to rethink and rectify problem areas, especially as we institutionalize the lessons learned from the five years that UTEP has existed.

The actual collection of data was redefined by events and the responses of students and district personnel who were concerned about the use of their time. Teachers and students felt that they already had too much to do and wanted to limit data collection to the most usable. Participants were more willing to spend time doing interviews than in

answering surveys. This finding is in accord with the results of the initial evaluation of Professional Development Schools at Indiana State University where Jan Hall also found that teachers preferred talking rather than answering questions on surveys. In UTEP, it was also evident that Coordinators and TIs had greater concerns about the questions on surveys than they did about questions in interviews. Because of these concerns, the results of surveys were limited compared to the richer, more candid thoughts and beliefs expressed in interviews. TIs, however, did complete a yearly survey that the original TIs helped to develop. The results of those surveys are discussed later in the report.

The Director of Student Teaching and Field Experiences surveys students, yearly, at the end of student teaching. During the first year of UTEP, a question to distinguish UTEP from non-UTEP students was added. Only a very few students, however, indicated this designation on the form so no comparisons could be made. The results of this survey have been generally positive and a copy of the results is presented in Appendix A.

As part of the Division assessment and in preparation for the 1994 NCATE review of our graduate programs, surveys had been sent to graduates of both the graduate and undergraduate program. The DOE plans to update these surveys, to include questions about UTEP, and to send that out in 1996-97 in preparation for the spring 1997 NCATE review. In addition, I have collected the names and schools for all new teachers hired in the past five years from each of the three districts.

In 1992-93, TIs who had student teachers helped develop a brief survey to give to K-12 students in their classrooms. This survey basically asked what students liked and did

not like about having a student teacher in their classroom. TIs varied in how they wished to carry out the K-12 survey, because they recognized that students at different grade levels and different classrooms varied in maturity. Only older elementary and secondary K-12 students were surveyed because Coordinators and TIs indicated that elementary students would be too young to seriously consider how student teachers affected them. Surveys were collected from middle and high school classrooms. Some TIs surveyed their entire class while others surveyed only a sample. Seventy-four surveys were collected.

In 1992-93, nine professors, who have taught UTEP courses or other courses in which UTEP students were enrolled, participated in open-ended interviews regarding the development of UTEP and PDCs. Faculty interviews lasted about 45 to 90 minutes. In spring and summer 1994, 12 professors, involved in UTEP in a variety of capacities, were interviewed about their experiences with PDCs. Depending upon the level and intensity of faculty involvement in UTEP, interviews lasted from 15 minutes to 90 minutes.

In 1992-93 Teacher Instructors (TIs) and the Coordinators from Eggers Middle School, Horace Mann High School, and Lincoln Elementary participated in focus group discussions on the same topics. At that time focus groups were chosen because TIs at the elementary level taught across all content areas and shared a common experience with professors. The middle school and high school TIs chose to participate in two school-wide groups rather than in groups based on content area. Focus groups provided TIs and Coordinators the opportunity to reflect together and respond to questions similar to those posed to professors. The eight elementary TIs and Coordinator formed a group and the

nine high school TIs and Coordinator formed a group. Each group participated in three one-hour focus groups spread out over a period of two months. Because the Middle School had fewer education students at that time, the eight TIs and Coordinator at the Middle School participated in a one-hour focus group.

TIs and Coordinators from Lincoln, Eggers, and Horace Mann also participated in individual interviews which ranged from 45 to 90 minutes. These interviews provided in-depth views from each TI. In spring 1994, TIs, and Coordinators from Central High School and Franklin Elementary School participated in separate focus groups. Each focus group lasted approximately 90 minutes. Also included are the results of individual interviews with UTEP graduates from the first three years of the program. These graduate interviews took place after they had been teaching for one year. I also interviewed the principals of these graduates.

Focus groups were held with students who graduated in 1993 and 1994. All graduates who could be contacted (only two had unforwardable addresses or disconnected phones) also responded to brief phone surveys in 1993 and 1994 regarding their satisfaction with UTEP and their current teaching or work assignment.

All interviews and focus groups were taped with participants' permission. After the completion of the interviews and focus groups, all of the 1992 through 1993 tapes were transcribed verbatim and returned to the professors and TIs for review. Any corrections, additions, or deletions were noted. Information from the 1994 interviews was taken directly from the tapes.

I analyzed the interviews to ascertain general categories about participant experiences on Instructional Teams, the power relations between professors and teachers, and the experience of PDC work (Miles & Huberman, 1984). Because the information is partially from focus groups and partially from individual interviews, and because some Instructional Teams were small and individuals might be identified, no effort was made to specify exactly how many individuals stated a particular thought. Instead, I identified general categories from participants' descriptions of events and then I searched for instances of disagreement until I had saturated the topic and found no new perspectives. This is in line with the constant comparison approach as found in Glaser and Strauss (1967). This provided an ethnographic and historical account of the events and the beliefs of the participants about those events on the teams.

Because preservice education and professional development in a PDS are social processes, the views expressed by those involved in the program represent a social construction of the usefulness and effectiveness of PDSs. These perceptions are important to consider because, they present how participants value the implementation of PDSs.

Most information on PDSs in the available literature is based on case studies. The evaluation of the program is itself a case study. There is no control group of students to determine with certainty whether PDCs are more effective than the traditional way teachers have been trained. (UTEP PDCs have been in urban districts, and the DOE has not had non-urban PDCs. Thus, urban and PDC designations are confounded.) These case studies cannot provide definitive information on the effectiveness of PDSs as

compared to traditional models of teacher education. They do, however, provide evidence that may be used to make value judgments about the effectiveness of PDSs in preparing new teachers. These perspectives can illuminate future PDS development and activities.

CULTURE OF HIGHER EDUCATION AND SCHOOLS

The cultural difference between higher education and schools has dominated much of the dialogue and the literature on PDSs. Several authors involved in university-school collaboratives have discussed aspects of this cultural difference (Knight, Wiseman, & Smith, 1992; Lieberman, 1988; Sarason, 1990). For example, Sarason (1984) said "I had come to see these collaborations as instances of 'two cultures' interacting--that is, two cultures misunderstanding and clashing with each other" (p. 19). These national and collaborative-based discussions on the cultural conflict between universities and schools reflect many issues that the IUN Division of Education and the districts have struggled over within our current PDCs. The cultural conflict includes two major aspects: a) communication and methods of decision making; and b) values and value judgments. Dealing with these conflicts was important as UTEP worked toward true collaboration. These aspects will be explored in the next section.

Culture, Communication and Decision Making

Within a culture, members share verbal and nonverbal modes of communication. It is difficult enough within a culture to avoid miscommunication and making attributions about the intents of others. It is much more difficult for outsiders. Outsiders may not be aware of the meanings attributed to these shared understandings. Within cultures,

socioeconomic status, gender, and ethnicity also underlie aspects of this miscommunication.

University professors have higher status and prestige than do teachers. This socially ascribed difference in prestige may affect the way in which school district people perceive university people. These beliefs are exemplified by a statement by a district person in another collaborative as described by the Holmes Group (1991 cited in Stoddart, 1993):

> You guys don't know how to do it . . . You cannot come into the school as experts. You're going to have to come in offering a service. In coming in you have to realize that you've got big feet. You've got more degrees than we do, you've got an easier life, you earn more money than we do, and you have more prestige than we do (p. 19).

The shared awareness that university professors have more status in our society does affect the interaction between university faculty and school faculty, because feelings of inferiority or superiority fuel misperceptions. This is more complicated than it at first appears. Some beliefs may not be accurate. The general perception that university professors make more money than school faculty is not necessarily true. IUN professors, especially junior faculty, may make less money than many TIs. Other teacher beliefs, such as professors have more status, may be valid, but feelings of inferiority and superiority are not clear cut and may go both ways. For example, teachers may feel inferior because they do not have the status of a terminal degree, and yet superior because they believe they know more about teaching practice than university professors do.

Gender and ethnicity may further confound the cultural differences. Liebermann (1994) suggested that gender differences may also play a part and that bureaucracy and gender are intertwined. University faculties are predominantly men while school teachers are predominantly women. A comparison of the composition of university faculty, Coordinators and Teacher Instructors by sex and ethnicity from 1990-91 to 1995-96 is presented in Table 1. In the IUN Division of Education in 1990-91, about 33 percent of professors both teaching and Core Staff were women. This decreased to about 25 percent in 1995-96. In the districts, all elementary TIs are women while about 70 to 75 percent of secondary TIs are women. All who held the position of Coordinator were women.

The institutions in which teachers have been prepared and teach have traditionally been male. Only in recent years have more women moved into administrative positions. Yet men still outnumber women in these positions. In the socialization process of girls and young women, girls are socialized to take other people's feelings into consideration; thus, they may more readily refrain from disagreement (Brown & Gilligan, 1992; Gilligan, Lyons, & Hanmer, 1990). These gender differences may play out in the reluctance many women have about engaging in confrontational situations: a situation encouraged by the hierarchical structure of schools.

Issues of race and ethnicity played a part in the development of PDCs in UTEP. During the five years of UTEP, the Division of Education has increased African American and Hispanic faculty. In 1990-91, 17 percent of faculty were African American or Hispanic. By 1995-96, 37 percent of faculty were African American or Hispanic. As is

Table 1

University Faculty, Coordinators, and
Teacher Instructors by Sex and Ethnicity

	African American		Asian American		Hispanic		White		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
IUN DOE Faculty									
1990-91									
Teaching Faculty•	0	0	1	0	1	0	8	4	14
University Core Staff	1	0	0	0	0	0	2	1	4
Coordinators	0	1	0	0	0	0	0	2	3
1995-96									
Teaching Faculty	1	0	1	0	2	1	8	2	15
University Core Staff	0	1	0	0	0	0	0	1	2
Coordinators	0	0	0	0	0	0	0	3	3
Teacher Instructors									
1990-91 - Begin									
Lincoln Elementary	0	2	0	0	0	3	0	4	9
Eggers Middle School	1	1	0	0	0	0	2	6	10
Horace Mann H. School	0	6	0	0	1	1	0	1	9
1993-94 - Begin									
Franklin Elementary	0	4	0	0	0	0	0	3	7
Central High School	0	2	0	0	0	1	4	3	10
1995-96 - Full Sites									
Franklin Elementary	0	4	0	0	0	0	0	3	7
Eggers Middle School	0	1	0	0	0	0	1	3	5
Central High School	0	1	0	0	0	1	4	3	9
1995-96 - Assoc. Sites									
Lincoln Elementary School	0	1	0	0	0	5	0	4	10
Horace Mann High School	0	6	0	0	1	0	0	0	7

• Includes Peggy Elliott, Former Chancellor of IUN

evident in Table 1, the ethnic background of the TIs varied by school. Among Coordinators and Teacher Instructors, 51 percent were African American or Hispanic in 1990-91. In 1995-96, 29 percent of Coordinators and TIs at the full PDC sites were African American or Hispanic. When Associate site faculty are added, 49 percent of TIs were African American or Hispanic.

Teachers are also familiar with professor/student hierarchy. Since many teachers in the districts have taken courses from these professors, a consciousness of status is perceived in dealing with university faculty. When teachers take a course, the professor has control over assignments and grades.

All TIs have masters degrees and many continue to take course work. TIs who may have many credits, a masters plus 30 with some having more than 100 credits, have indicated they believe that they have equal education to professors. This is a valid point which should be considered if education equals the number of courses taken and passed. Doctoral programs, however, often have a different agenda than occurs in general graduate course work. The stringent training ground of most doctoral programs creates an environment where knowledge and critical analysis are foremost. Most professors who went through university doctoral programs directed toward research were trained in critical analysis and defense. Doctoral programs focus on learning the rigors of critical inquiry. Thus, critical analysis is the normal intellectual mode of communication for graduates of such programs. Some have likened this to the way boys behave on the playground. The new kid can't play until he (now she) can hold his own. This can be seen

as arrogant, especially by those who have been socialized to a more cooperative approach. In UTEP, all six Coordinators (past and present) have indicated that they do not like to attend Division of Education faculty meetings. They feel that Division meetings are hostile. Most professors, in contrast, view faculty meetings as normal.

In spite of their critical stance, university professors are not immune to feelings of embarrassment or intimidation. Early in UTEP, several professors described their experience in consensus groups as "university bashing" (Rosario & Ison, 1991). "Bashed" professors may feel superior due to their status and prestige but feel inferior due to shaming. Over time, TIs and Coordinators have consistently indicated that they believe professors often act superior or behave with arrogance. Many professors continue to feel that they are occasionally bashed. Shaming by teachers and arrogance by professors lead to alienation and perpetuate miscommunication.

During a presentation at Indiana State University, Ann Liebermann (1994) suggested that conflict should not be covered up. Recognition and acknowledgment of conflict makes a strong partnership. The strength of a good partnership is that it initiates, supports, and encourages continuous dialogue and action. Although some positive conflict has occurred in UTEP, coverup of conflict also has consistently occurred in UTEP's attempts to have authentic collaboration.

Argyris (1993) described two models of learning which involve communication and decision making. The first model aptly describes what often happened in UTEP. He suggests that one model leads to dysfunction and the other leads to effectiveness. Model

I, "Theory-in-use" involves single loop learning where a gap exists between beliefs and actions. It has four governing values: a) achieve your intended purpose; b) maximize winning and minimize losing; c) suppress negative feelings; and d) behave according to what you consider rational. He then describes the most prevalent action strategies that arise from these values: a) advocate your position; b) evaluate the thoughts and actions of others (and your own thoughts and actions); and c) attribute causes for whatever you are trying to understand. The results of this thinking and action are the development of dyads, triads, and political factions each making untested assumptions of the other. The immediate impact is the inhibition of the detection of errors. The secondary consequence is the inhibition of problem solving and decision making. He suggested that these defensive actions inhibit problem solving and decision making and violate formal policies and managerial stewardship, and since they involve embarrassment or threat, the issues become undiscussable. The undiscussability creates dysfunction.

Argyris's description of Model I theory in use aptly described many interactions in UTEP. Professors and teachers both have made assumptions about one another. These assumptions have included feelings that the other doesn't really care, doesn't really understand, or is only concerned about money or prestige. For example, in times of frustration, a few teachers have said "the professors really don't want this to work," while a few professors have said "the teachers are only in this for the money." These comments reflect untested assumptions.

Although difficult at the time, some of these confrontations have been positive in the long run when it has caused participants to rethink and redefine their assumptions and to deal with the real underlying issues. When people test their assumptions, they engage in double-loop learning, belief is related to action. Argyris calls this Model II, "Theory-in-use." In Model II behavior is linked to action strategies where it is clear how people reached their evaluations or attributions of others and the attributions of others are tested before action is taken. In double-loop learning, embarrassment and threat are not bypassed and covered up; they are engaged.

Discussions on these issues lead to the recognition that real people cannot be so easily categorized and that they have a variety of beliefs and feelings that change from day to day. In our attempts to communicate and bridge this cultural gap, UTEP has run through several positive and negative cycles. Evidence of these cycles of communication and miscommunication, as well as their sources, are provided throughout the remainder of this report.

Values

The environments and expectations of schools and universities also make dysfunctional communication difficult to remedy. This is difficult enough within single organizations but is much more difficult when members of a collaborative have different values. Universities and schools are both engaged in education. Yet, distinct differences play out in: a) time devoted to learning and inquiry; b) the degree to which emphasis is placed on thinking versus action; and c) the reward structures that result from these views.

Inquiry

Sarason (1991) fears that too much emphasis on teaching over inquiry inevitably makes teaching less effective. He indicates that when he asked teachers how they justify the existence of their school, teachers say it is to further the intellectual and social development of students. When he asked university faculty the same question, they respond it is to create and sustain conditions that enable the faculty to learn, change, and grow. Sarason suggests that the university exists for both faculty and students--that if inquiry and reflection exist for faculty, it increases the chances that faculty can create and sustain those conditions for students. Nationally, there is some media and legislative press for university faculty to spend more time in university classrooms. Sarason suggests that rather than pressing university faculty to teach more, we should be pressing for school teachers to have more time for reflection and inquiry. Stevenson and Stigler (1992) have suggested that compared to Asian schools, U.S. schools do not provide enough time for teachers to reflect and prepare.

Csikszentmihalyi (1993) suggests that effective teachers create an environment in which their own love of learning is passed on to students and that student engagement in an environment of inquiry is the most effective teaching method. When students are not engaged, education is not occurring. In the public schools, the overwhelming focus on classroom contact hours leaves teachers without the reflection and planning time they would like to have in order to be effective teachers.

Teachers in UTEP talk about not having enough time to reflect and engage in inquiry, but at the same time teachers generally do not like losing time with their K-12 students. Gail Pluta, Field Representative for the IFT, indicated that teachers generally are interested in the work of PDSs, but have concerns about time. How can teachers be expected to do teacher preparation, professional development, action research, etc. when most schools do not provide enough time to do the essential planning that is necessary to teach appropriately?

Time, therefore, is the essential element of PDS work for both teachers and professors. This concern with time is evident in UTEP as well as in other collaboratives (Berry & Catoe, 1994; Lasley, Matczynski, & Williams, 1992: Winitsky, Stoddart & O'Keefe, 1992).[1] With the recent changes in Indiana from testing to assessment, including Performance-based Assessment (PBA), some teachers complain that they have more to do than ever. The addition of PDS work can be viewed as a real burden unless it fits into already existing structures.

Throughout UTEP and specifically in the interviews, TIs complained about not having enough time--especially time to reflect on their own, with professors, with other

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[1] The literature on other collaboratives also describes time as a valuable commodity in short supply (Lasley, Matczynski & Williams, 1992; Winitsky, Stoddart, & O'Keefe, 1992; Liebermann, et. al., 1991; Sandholtz & Merseth, 1992; Grossman, 1994). Sandholtz and Merseth reported that the time required to participate in their collaborative was significant on top of full time teaching. Lasley, Matczynski and Williams (1992) reported that the demands of time threatened the partnership. Time commitment was a factor when teachers withdrew from PDC work (Lemlech, Hertzog-Foliart & Hackl, 1994; Sandholtz & Merseth 1992).

teachers and with preservice students. Given the time TIs are able to interact with other UTEP participants, TIs have found the increased interaction to be beneficial to their own development as professionals. Berry and Catoe (1994) indicated that teachers have learned that the more they learn and plan together, the more they need to learn and plan together. This was also evident in UTEP. TIs described how their interaction with their peers in UTEP made them realize how valuable and renewing that time was. This made them want more of it. TIs at Franklin Elementary and Central High School have indicated that they want more time with professors for planning and gaining an understanding of the relationship between methods courses and the field experience for students. They also believed more time would provide for greater understanding and sharing of information. Interestingly, all of the first group of TIs indicated that looking back, he or she, again, would choose to be a TI; even among those who could not or would not continue as a TI. Among those who could not or would not, time issues were paramount.

Time is essential to success in any restructuring of schools. Sandholtz and Merseth (1992) suggested that programs provide for release time or compensation for time outside of schools. They acknowledge that this is difficult to institute and maintain because of the cost; however, several authors have indicated that schools which have made the greatest progress do provide time for teachers to meet (David, 1991; Liebermann, Darling-Hammond, & Zuckerman, 1991).

Winitsky, Stoddart, and O'Keefe (1992) report that people in the collaborative often feel underappreciated and overworked. This seems evident in UTEP. Rumor mills

and lack of understanding about others' responsibilities lead to assumptions that people in the other category, whatever that may be--teacher, Coordinator, professor, or Core Staff--don't work as hard or aren't doing anything worthwhile. In addition, because of communication problems (i.e., Argyris's (1993) single-loop learning) time was often spent in wheel spinning rather than productive change.

Thinking Versus Action

Knight, Wiseman, and Smith (1992) suggest that school personnel see university faculty as wasting valuable time in publishing, undertaken only to secure their own tenure and promotion at the school's expense if professors are using schools to do so. Teachers tend to perceive issues and problems as crises requiring immediate action. Teachers make decisions throughout the day that require thinking on their feet. University personnel depend more often on dialogue and reflection to deal with problems. University faculty spend time analyzing all the angles and their concomitant consequences (Knight, Wiseman, & Smith, 1992; Lasley, Matczynski, & Williams, 1992). In the school, the product of action is the learning of the students; in the university, the product of thinking is published inquiry and then the learning of students.

Time issues are paramount among university professors (Berry & Catoe, 1994). In UTEP, professors generally believe that doing courses on-site and investing in Instructional Teams takes more time. Professors have not been compensated for the additional time it takes to do PDC work. On the other hand, TIs believe that professors (even those who have taught prior to becoming professors) should spend time in K-12

classrooms to see what classrooms are like today. They also believe that professors should spend some time teaching K-12 students each year, because TIs believe professors have lost touch with what K-12 students are like.

Reward Structures

Much of the national dialogue regarding PDCs has focused on the reward structure of the university (i.e., tenure based on research often excludes or depreciates work in PDCs) (Knight, Wiseman, & Smith, 1992; Wisniewsky, 1991-92). Schools reward teaching first and foremost. For tenure and promotion, universities reward research/writing first, then teaching, and finally service. What constitutes work in PDSs is often problematic in the university reward structure. Work might consist of organizing field placements, actual teaching, inservice and professional development, and school-based research. But, most of these activities are defined as service by the university.

Early in UTEP, professors did provide on-site methods courses (mostly at the elementary level), and they had more substantial involvement in Instructional Teams. With the rotation of PDCs, however, this involvement dwindled. Part of the reason for problems in UTEP has been the structure of the IUN teaching load. As faculty at a comprehensive university attached to a large research university, IUN professors have a twelve credit teaching load in which one-quarter time is reallocated for research. In the past, when professors took on work in the field, they did so above and beyond their credit load. They did not receive credit for field work even when they took responsibility for it. Division faculty have recognized the need to include the field experience into their

workload. The Division is currently studying various plans to accomplish this. For example, in 1996-97, several professors have planned teaching schedules that includes one to two credits of field and/or additional responsibilities for student teachers.

Theobold (1991) suggests that if university faculty are to engage in PDS work, they must not only be able to write about PDSs, but must also be able to focus primarily on collaborative inquiry dealing with publishable issues. Liebermann (1995) and others have publicly promoted rethinking the notion of scholarly activity in universities and schools. Lagemann (1989) suggests that research at the university traditionally is not part of a continuing "conversation," but more an outgrowth of particular inquiry, grant, or school program and was limited in duration. This approach to research is based on the original notion that university scholars should guide the practice of teachers, but this guidance became estranged from the real world of teachers. It negated Dewey's attempts to create a school where teachers and university professors engaged in inquiry together. The development of PDSs, therefore, is a means to refocus research as a durable and collaborative endeavor with teachers.

COLLABORATION

In reading and listening to information from other collaboratives, it is difficult to determine how much real collaboration takes place anywhere. Most collaboratives have indicated that many misunderstandings occur among partners and many glitches occur in the delivery of services (Knight, Wiseman, & Smith, 1992; Liebermann, Darling-Hammond, & Zuckerman, 1991). From the experience of UTEP, it is clear that people

speak in relative terms. A few in UTEP believe that we in UTEP have collaborated, others believe we almost got there by the third year of the program, but have lost it since. Still others, mostly district people, believe that we have cooperated to some extent, but true collaboration has not yet taken place because the university has not changed its role or function.

How a collaborative is formed affects the degree of real collaboration and the level of reform within its constituent parts. The degree to which reform takes place from the top or from the bottom has been discussed in the literature. Winitzky, Stoddart and O'Keefe (1992) repeat the belief that too many reform efforts in the past were top down. Failure occurred because those involved were not sufficiently involved in planning and decision making. They cite Fullan (1991) who argues that those who implement the program must share the vision. They suggest that the desire to avoid a top down approach informed the development of PDSs, but was not always followed. For example, at the University of Washington, Liebermann then the Executive Director for their collaborative, indicated that teachers should have been included in the planning process, but were not. This leads to serious problems (Keating & Clark, 1988), especially when collaboratives are developed bottom up or without input from those in administration. Winitsky, Stoddart, and O'Keefe (1992) cite one collaborative where there was no administration formally involved from the central district office and little administration involvement from the university. For a collaborative to be successful, all stakeholders must be involved.

In UTEP, the idea for the collaborative was explored by university and district administrators with a few key faculty. To avoid the problems inherent in a top-down approach, they developed a planning grant, which included consensus groups that represented faculty and administration in the university and schools, and included members of the community. With good and honorable intentions, these consensus groups met during 1988-89 to develop UTEP. Teams consisted of the Joint Task Group with five members from the districts and none from the university; the Curriculum Committee with nine from the districts and one from the university; the Instructional Delivery Committee with 10 from the district and one from the university, the Entry/exit Committee with 10 from the district and two from the university, and the Review Group with 10 from the districts.

In retrospect, these consensus groups had many more district people than university people. Although these groups provided an opportunity for district faculty and staff to feel empowered in relationship to the university, the reverse happened among university faculty. For example, one professor reported that he and other university faculty felt hostage to the districts. His statement reinforced the earlier reference to "university bashing" in the consensus groups (Rosario & Ison, 1991).

Consensus did not go as planned. Because teachers pressed having "Teaching Instructors" identified at many schools, the notion of PDCs was jeopardized. This was brought to the attention of the Lilly Endowment officer. Members of the consensus groups have reported that she came and "chastised" them. As of the writing of this report,

several district people who had been involved in the consensus groups still call that day "UTEP day" with irony. Shortly thereafter, the groups were disbanded and the UTEP proposal to Lilly was written by university faculty. Because of this disjuncture, many teachers in the districts felt betrayed and left out of the planning. Not surprisingly, many professors involved also felt mislead for the same reasons. Many district people then believed that UTEP was created top down from the university, i.e., part of how the university "got its way." Although district people were very aware of the distinction between district administration and teachers, they did not distinguish any separation between administration and faculty at the university. Many university faculty, however, felt disenfranchised from the collaborative but were expected to participate.

I believe, in hindsight, that the consensus and planning time was not enough. Other authors have concluded similarly. They suggest that planning and consensus for educational reform takes much more time than they originally thought (Muncie, 1994; Sarason, 1991). The psychological setback that occurred after the dissolution of the consensus groups was the first major instance where UTEP took two steps forward and one step back. Although this step backwards injured the development of UTEP, all was not lost. To think of UTEP as a project that was either successful or not successful is shortsighted. As a collaborative, UTEP has stumbled, forgotten the steps, and has even fallen. The members of UTEP are finally, however, learning to dance. From our failures, UTEP has become an instrument of successive reflection and consensus building. How this change has occurred is reported throughout the remainder of this report.

Governance

The strength of collaboration is determined by how collaboratives are governed. When power is imbalanced among partners, disconnection often will be the result. Lasley, Matczynski, and Williams (1992)report that:

> In collaborative partnerships vested interests are sublimated to the broader purposes of the partnership . . . In noncollaborative partnerships power is imbalanced and strategies for achieving organizational goals are unclear. The partnership is prevented from achieving its potential because one partner either consciously or unconsciously exercises hegemony over the others (p 257).

Theobold (1991) suggests that governing bodies have equal numbers of university and district people. The Steering Committees that govern the collaborative between PDSs and Indiana State University (ISU) were reported to contain equal numbers and to be successful.

In UTEP, the Policy Board serves as the governing body, consisting of three superintendents and union presidents, the IUN Chancellor, Dean, and faculty representative, and student, parent, and business representatives. Because the university has more status, the assumption is often made that the university has hegemony over the districts. This may have been the case with Instructional Teams in which a professor worked with several TIs to develop the field experience for a methods course. However, it was not necessarily the case at the governance level. Some UTEP participants have suggested that the UTEP collaborative works best at the Policy Board level. Others believe that the Policy Board represents the lack of university faculty involvement in UTEP.

One of the originators of UTEP indicated that power on the Policy Board was to have been balanced three ways, between the district administrators, district teachers, and the university. Traditionally, teachers have collectively voiced their concerns through union representation in opposition to district administration. Although teachers and administrators have often sat on opposite ends in negotiation, on the Policy Board, they serve in equal capacities. Many district people view this kind of collaboration as evidence of a positive outcome for UTEP. On the other hand, a few professors have indicated they believe administrators and teachers on the Policy Board have at times joined together in opposition to the university. They also believe that the Policy Board is tilted too far in favor of the districts because district people are the majority on the Board (and university faculty did not have a representative on the board until the third year of the program). University faculty felt they had little voice or power in designing or implementing the collaborative. This lack of voice may explain why some professors lost their enthusiasm, became ambivalent, or just lost interest. At times, a few expressed antagonisms, i.e.. wishing UTEP would go away.

Recruitment

Recruitment of students into the Urban Teacher Education Program has been a concern as far back as 1988. In the documentation of consensus groups, a question was posed: Will we have enough students who want to teach in urban districts? It is clear that the original UTEP proposal underestimated the number of TIs needed had we recruited the number of students originally proposed. In hindsight, 45 students per year now seems

an improbable number, given that UTEP identified fewer than 30 teachers to serve as Teacher Instructors. Added to the complication of this oversight is the limited number of slots at the high school level because the content area of the preservice student had to match the content area of the TI. On average, over the time of the program, at least two TIs were identified in each of the major secondary disciplines, including mathematics, social studies, science, English/language arts, and foreign language. Coordinating the program was difficult enough, given the smaller number of students UTEP did have. At times, secondary Coordinators have had to use other teachers in a building to service a secondary student, while some TIs had no students. UTEP learned that the pool of teachers in a building must be more flexible at the secondary level. Even at the elementary level, however, it would have been impossible to place 45 student teachers in any one year with 30 TIs. State guidelines require that one student teacher be placed with one teacher. In addition, the ratio described above did not include the junior students in various field experience placements.

During the first four years, the Director and the District Coordinators visited key introductory education courses and provided a presentation on UTEP. They passed out information and introductory forms. Students who displayed interest were then called by UTEP staff to encourage them to enter the program. Once students were formally accepted into UTEP, they were advised by UTEP Core Staff. Yet, in spite of Core Staff efforts, recruitment continued to be a problem. A rash of problems hindered recruitment at various times.

To enter UTEP, students had to undergo requirements beyond those required for entrance into the Division of Education. This included additional paperwork and an interview with from two to three people. In year three, UTEP even experimented with a writing sample. There was also confusion as to whether UTEP students had to spend more time and do more work in the field experiences. In actuality, the time in the field classroom was the same in UTEP and the regular program. During the first three years, the methods courses, however, did meet on site at the school with seminars, debriefing, and/or reflection time. Because of this, some students believed UTEP required more work in the field and in the community. Students questioned why they should do the extra work when they could get through the regular program without it.

Northwest Indiana suffers from de facto housing segregation. Gary is predominantly African American, East Chicago is predominately Hispanic and African American, and Hammond is about a third each of European American, African American, and Hispanic peoples. Although some suburban areas, such as Merrillville, are becoming more integrated, the majority of European Americans live in the surrounding suburban communities. Professors have indicated that some students would not enter UTEP because they were afraid of urban schools.

The location of the UTEP office was also an ongoing concern that affected UTEP recruitment. UTEP was across campus from the Division of Education (DOE) (program staff were finally moved to the Division of Education in August 1995). This distance decreased communication between UTEP and the DOE. An "us/them" dichotomy

developed inside the program. Informal problem solving did not happen. This lack of proximity affected student recruitment in two ways: a) finding the office and the distance from the Division of Education were hurdles added to the forms and interview; and b) the us/them dichotomy caused confusion as to who was responsible for UTEP students. The Student Services Office took care of the general enrollment and advising of all students, but did not provide information on any matters related to UTEP. If any question came up, they told the student to see a UTEP person. Some students alleged that they were discouraged from entering UTEP by a few university faculty and staff. When asked, no university faculty or staff indicated they had made such comments.

In spite of these problems, the numbers of students who entered UTEP increased during the first three years. In 1992, Lincoln Elementary was saturated. To accommodate preservice students, TIs took on one or two field experience students in addition to a student teacher. TIs believed that given appropriate planning, this worked very well. It even provided student teachers the opportunity to see what it was like working with an aide in the classroom. Although this worked well at Lincoln, it is not clear that this worked in all environments. TIs at Franklin expressed concern about having more than one preservice student in the classroom at any one time. Recruitment dropped in the fourth year, when the PDCs were rotated. That year only two students were recruited as Juniors at the elementary level.

In the first three years of the program, some of the field experience required in beginning education courses (educational psychology and/or general methods) met at a

PDC. This field experience was instrumental in bringing students to urban PDCs. Just prior to the rotation, the Coordinator and some TIs at the high school level indicated that having general methods (or educational psychology) field students at the high school presented a problem. They believed there were too many students at the school and that TIs and the program were using UTEP time and money for non-UTEP students. This matter was brought to the Policy Board and the Board decided to limit the use of PDCs to UTEP students. In hindsight, it is clear that this was not a decision that benefitted recruitment. When our recruitment dropped substantially, this decision was brought to the attention of the Policy Board and the decision was reversed.

Current district Coordinators agree that placing students into urban PDCs early is important. However, they continue to worry about having uncommitted students in their buildings. Coordinators report that about a third of general methods students are comfortable in urban schools. Another third begin with stereotypes, but overcome them, and another third continue to have negative attitudes about urban schools and urban students. Coordinators and TIs are wary of allowing these negative students into their buildings. They have strong beliefs about the integrity of the children they serve and are upset when their school or their children are treated with less than respect. This is a legitimate concern that is being addressed in the Division of Education and is discussed under curriculum later in this report.

In the original consensus groups, there was discussion about having students do community service of up to 180 hours. Through the life of the program, Core Staff

discussed the need for students to know about the urban community they taught in, but disagreed about where and how much time should be required. In the spring of 1993, the Director indicated that he believed it was time that UTEP brought forth a plan for student involvement in community service. Core Staff discussed issues such as the number of hours and how this would be accomplished given that many UTEP students were from these communities and had intense schedules with school, work, and family. Core Staff was divided on this issue. The Director believed this was an important aspect. Coordinators and others on the Core Staff agreed it was important, but believed that it would add to the student's burden, and in turn, UTEP would lose more students. At least two students (one who was considering entering UTEP and one who had previously committed to entering UTEP) indicated to the Research Director that they would not do the additional community service. When it became clear that this discouraged students, this requirement was dropped. Core Staff continued discussions on how to include community experience as part of university course work. In result, Option II students are required to do 21 hours of community service as part of P510, Psychology for teachers, offered in the summer.

An issue that affected recruitment at the elementary level was the inclusion of bilingual students. Up until spring 1993, the majority of the elementary preservice students also had been bilingual students. During the first three years, this relationship worked because the elementary PDC, Lincoln in East Chicago, also had a large bilingual population of K-12 students. At the end of 1992-93, the Bilingual Program developed its

own PDC at Franklin Elementary in East Chicago as part of a new grant that began that year. One of the Lincoln TI's became the Coordinator for that new Bilingual PDC. In fall 1993, the UTEP elementary PDC was rotated to Franklin Elementary in Gary. The majority of elementary students at Franklin in Gary are African American with very few bilingual students. That same year, the DOE no longer offered separate UTEP and regular methods courses. Only two professors brought their regular courses to Franklin in Gary. What exactly happened is not clear, because different people provide different contradictory reports. Six bilingual students had completed application forms to enter UTEP and were accepted. Of these, two never entered a UTEP PDC. The other four were in the two methods courses that met at Franklin in Gary, but were no longer in UTEP. There are no formal letters of withdrawal on file. Since this event, bilingual students have not participated in UTEP.

Placement of graduates was another factor. Up until the fourth year, most UTEP graduates found jobs in the urban districts. Students who graduated in spring 1993, however, found districts with few openings. This group of UTEP graduates was disappointed and word spread to other students.

With a change in leadership and because of the recruitment problem, the Core Staff decided to rethink what it meant to be a UTEP student. Core Staff realized that the "us/them" dichotomy also applied to students, and that program recruitment was divisive. The Core Staff recommended that UTEP not identify students as UTEP until after they had been at a PDC as part of the regular program and choose to do one or more field

experiences and student teaching in an urban PDC. Students would then no longer have to jump through hoops to get into the program.

The fall enrollment of IUN, education, and UTEP students by graduate/undergraduate, sex, and ethnicity for years 1990 through 1995 are presented in Table 2. It has always been clear that UTEP was meant to increase the number of students prepared to teach in urban districts. Early in the program even during the consensus year, 1989, concerns were expressed about attracting enough students who would be interested. These concerns were often euphemistic expressions questioning if IUN had enough African American and Hispanic students. Even taking into consideration that the total number of African American and Hispanic students in education includes entry level students, more African American and Hispanic students were education majors than were UTEP students. In addition, during the first three years of the program, approximately six or seven students did student teaching in one of the urban districts but were not UTEP students. This number increased when Bilingual students no longer entered UTEP.

The number of Option I and II students, and graduates by level, sex, and ethnicity are presented in Table 2. As of May 1996, 49 Option I students who entered using the old criteria (interviews, etc.) have graduated. Ninety percent of the graduates were women, but with about equal distribution across ethnicity. Since UTEP introduced new criteria in fall 1994, four students have graduated, all white women. UTEP has fourteen continuing Option I students. As of May 1996, 16 Option II students have been certified with 21

Table 2

UTEP Students and Graduates By
Level, Sex and Ethnicity
June, 1995

	African-American		Hispanic		White		Total
	Female	Male	Female	Male	Female	Male	
OPTION I							
Graduates							
Old Criteria							
Elementary	12	0	11	0	9	0	32
Secondary	2	1	2	1	7	3	16
Total Graduates	14	1	13	1	16	3	48
New Criteria							
Elementary	0	0	0	0	4	0	4
Secondary	0	0	0	0	0	0	0
Total Graduates	0	0	0	0	4	0	4
Continuing Students							
New Criteria							
Elementary	7	1	0	0	2	0	10
Secondary	1	0	1	0	1	1	4
Total Continuing	8	1	1	0	3	1	14
OPTION II							
Certified	10	3	0	0	1	2	16
Continuing	14	4	1	0	1	1	21
Stop Outs	1	0	0	0	1	0	2

continuing Option II students. Two Option II students have stopped out, but have indicated they plan to return at a later date.

A summary of the table with percent change over time from fall 1990 to fall 1995 is presented in Table 3. (The total number of IUN students, DOE students and UTEP students by graduate/undergraduate, sex, and ethnicity is presented in Appendix B.) Among undergraduate students in 1990, 30 percent of IUN students were minority (African American, Asian American, Hispanic, American Indian and Other), 25 percent of education students were minority, and 75 percent of UTEP students were African American or Hispanic (no Asian American, American Indian or other students entered UTEP). By fall 1995, 36 percent of IUN students and 34 percent of education students were minority. Fifty-four percent of UTEP students were minority. Among graduate students in 1990, 24 percent of IUN students and 41 percent of education students were minority. Eighty-six percent of UTEP students were African American or Hispanic. By fall 1995, 27 percent of IUN students and 42 percent of education students were minority. Ninety-five percent of UTEP students were minority.

The number of Option I graduates and current continuing students are presented in Table 4. Drop out and stop outs are students who left the program with the intent to return, left the program with no intent to return, or were encouraged to leave. The "other" are students who were admitted, but withdrew before or immediately upon entering a methods course as a UTEP students. In 1993, this other category includes the six bilingual students discussed earlier. Among students who entered Option I, excluding

Table 3

Number and Percent of
Majority and Underrepresented
Students for Fall 1990 and Fall 1995

	Majority Students		Underrepresented Students		Total	
	Number	Percent	Number	Percent	Number	Percent
Fall 1990						
Undergraduate						
IUN	3,129	70	1,324	30	4,453	100
Education	166	75	54	25	220	100
UTEP	5	25	15	75	20	100
Graduate						
IUN	477	76	148	24	625	100
Education	91	59		41	154	100
UTEP	1	14		86	7	100
Fall 1995						
Undergraduate						
IUN	3,109	64	1,697	36	4,806	100
Education	232	66	116	34	348	100
UTEP	6	46	7	54	13	100
Graduate						
IUN	364	73	132	27	496	100
Education	60	58	43	42	103	100
UTEP	1	5	18	95	19	100

Table 4

Option I Graduates & Continuing Drop/Stop Outs and Others by Sex and Ethnicity

	African American		Hispanic		White		TOTAL
	Male	Female	Male	Female	Male	Female	
1990							
Graduates	1	4	0	5	0	2	12
Drop/Stop Outs	0	0	1	0	0	1	2
Other*	0	1	0	1	0	0	2
1991							
Graduates	0	3	0	1	1	8	13
Drop/Stop Outs	0	2	0	0	0	2	4
Other*	0	0	0	1	0	0	1
1992							
Graduates	0	3	0	5	2	4	14
Drop/Stop Outs	0	0	0	2	1	2	5
Other*	0	1	0	0	2	1	4
1993							
Graduates	0	4	0	1	0	1	6
Drop/Stop Outs	0	0	0	1	0	0	1
Other*	0	0	1	5	1	1	8
1994							
Graduates	0	0	1	1	0	1	3
1995							
Graduates	0	0	0	0	0	4	4
Continuing	1	5	0	1	1	1	9
1996							
Continuing	0	3	0	0	0	2	5
TOTALS							
Completers	2	22	1	14	4	23	66
Drop/Stop Outs	0	2	1	3	1	5	12
Other*	0	2	1	7	3	2	15

*Students who applied, may have been accepted but did not complete a methodscourse as a UTEP Student. This includes the six 1993 contested bilingual students.

the other category, approximately 85 percent are completers in the program. Among the twelve students who dropped/stopped out of UTEP, seven completed their degrees as regular education students. Even including the other category, approximately 71 percent graduated as UTEP students. This rate of graduation as UTEP students occurred even when UTEP students had additional requirements for entrance and participation, and when UTEP students did not receive a tuition stipend as bilingual students received. Among IUN undergraduate education students approximately 92.3 percent graduate.

Professional Development Centers

The Lilly proposal for UTEP suggested three major components for the development and implementation of PDCs at IUN. These included: a) a preservice teacher education; b) staff development; and c) research and evaluation. Each of these areas will be discussed.

Preservice Teacher Education

The predominant use for PDCs in UTEP has been preservice teacher education. The interviews with faculty and TIs in conjunction with the TI focus groups provided insight into preservice education. Most teachers and professors indicated that the Instructional Teams along with site-based instruction has many advantages over the traditional university-based method of teacher preparation. Many professors involved with the program indicated that PDCs are better places to provide field experiences and to place student teachers, because: a) through the experience of professional development at PDCs, teachers are better prepared for preservice students; and b) the field experience for

preservice students is better linked to methods content. In another collaborative, Lemlech, Hertzog-Foliart, and Hackl (1994) said that their project teachers were able to give important feedback about what USC [University of South Carolina] students know and understand and what they don't know and understand. This was also evident in UTEP. Through knowledge of course syllabi and reflective cognitive coaching, TIs were able to provide preservice students with feedback on their progress. They often gave up their preparation time to do so.

Instructional Teams and On-Site Courses

University professors and teachers also often have differing views on what constitutes good teaching (Witnewsky, 1992). Teachers and professors also speak in different ways. Instructional Teams, however, needed a common terminology. These differences played out in the development of Instructional Teams in UTEP.

Members of the Instructional Teams were to meet in the beginning of each semester to plan course work and develop the syllabi and were to meet regularly during the year. TIs attended retreats prior to the school year in 1992, 1993, and 1994. Methods professors attended these retreats sporadically. Some came regularly but only for a few hours. Some came to only one or more retreats. Core Staff generally attended all retreats.

The Original PDCs

During the first three years, separate UTEP and regular elementary methods courses were scheduled. These UTEP elementary classes were held on site, and

professors who taught these classes were expected to participate on Instructional Teams. (The regular elementary courses were held at the university and students were placed into a non-PDC field placement by the Field and Placement Director.)

Each Instructional Team consisted of a lead professor and several TIs. Coordinators often participated on Instructional Teams. In 1989-90, Lincoln Elementary acted as a pilot PDC. In 1990-91, the secondary PDCs, Horace Mann and Eggers were added. All elementary TIs served on the language arts and reading teams, while four each, depending on their perceived strengths, also served on the social studies, math, and science teams. Instructional Teams were also formed at the secondary level. TIs at the secondary level participated in their respective content team.

Elementary TIs often presented in university methods classroom activities. In some cases, one or more TIs gave one or two presentations. In one instance, TIs provided the bulk of the course. TIs generally felt positive about presenting in university courses, but sometimes felt overburdened and used when they were asked to do so too often. Some TIs also wanted the professor to remain in the class while they presented. Students appreciated having TIs present lessons sometimes, but did not like it if it happened too many times or if the professor was not there to answer questions. Teachers in other collaboratives have also presented in courses; for example, Stallings and Kowalski (1990) report that teachers in partnership with Cleveland State University sometimes teach university courses.

Professors and teachers on Instructional Teams had concerns about each other. At both the elementary and secondary level, professors indicated that they wanted TIs or cooperating teachers who provided exemplary classroom practice, and who could pass that knowledge on to preservice students. Some professors were concerned about the few TIs or cooperating teachers who did not have what professors believed to be desirable skills and knowledge. Professors were also concerned about teachers who, "Went on power trips with students," or who have not demonstrated skills and knowledge of adult development when working with adult students. A few professors and TIs charged that a few TIs were selected for political reasons or were in it for the money. This was in contrast, however, to most professors' and TI's beliefs that the majority of TIs were effective teachers who cared about students, and to the numbers of other teachers at PDCs who have provided service without additional pay. Overall, professors have indicated that the greater involvement of TIs on Instructional Teams generally provided preservice students a better field experience and a better experience in student teaching.

When TIs and Coordinators heard that some professors had concerns about some TIs, they countered that they did not necessarily want to work with a few professors whom TIs saw as arrogant or uncooperative. Lincoln TIs indicated that the degree of cooperation varied, depending on the personality and values of those involved. At Lincoln, TIs believed that one professor who was resistant to their views and input was turned around somewhat because TIs on that team were assertive. However, TIs reported that the next year, they again faced the same resistance. Lincoln TIs reported that on

another team TIs were not assertive and continued to have problems. Among the Lincoln TIs, five were somewhat-to-very assertive. One TI said of her less assertive colleagues "They find it too easy to say, 'Just tell me what to do.'"

TIs had varying relationships with professors they saw as problematic. TIs suggested that one professor appeared to be cooperative. He listened to their ideas about the content of the course, but he never changed his syllabus. This professor believed he treated TIs as equals, but TIs said he was condescending. TIs also reported that they believed another professor gave lip service to the notion of Instructional Teams. This professor, however, made public her change of attitude at a national science conference. She indicated that she began with lip service, had no intention of giving teachers any say in her course, but now sees the value of the collaboration with teachers and wished she had been more receptive (Woerner, Sandoval, Lukowski, & Nolan, 1992).

The secondary Instructional Teams met less often than the elementary teams. This was likely due to the fewer number of students involved in the secondary program at the time, and the very few content methods courses that met on-site at the secondary PDC. In some content areas, there were few students in the Division, and at times, no UTEP students in certain content areas. These factors hampered the development of the Instructional Teams at the secondary level. In general, TIs at the secondary level tended to be more assertive than TIs at the elementary level. TIs at Eggers and Horace Mann reported they had somewhat fair to good relationships with three professors, but poor relationships with others. Until summer 1992, secondary students spent only their senior

years at the PDC. Secondary students then were provided field experiences at the PDC in their junior years to increase the time that university faculty and TIs worked together.

TIs at both the elementary and secondary levels spoke about their relationships with professors as important to the development implementation of teams. Although relationships were strained at times, both groups saw improvement over time. Although equitable development of particular Instructional Teams has varied, professors and TIs generally believed that their work together led to increased communication between faculty and teachers and that this increase benefited preservice teachers.

Rotation of the PDCs

When the UTEP elementary and high school program sites were changed to Franklin Elementary in Gary and Central High School in East Chicago, TIs met with professors during the annual fall retreat. However, the idea of Instructional Teams was not well integrated, because during the focus groups, TIs at Franklin and Central were puzzled by the term "Instructional Teams."

Franklin and Central TIs were required to attend a series of inservice presentations to prepare them to take preservice students. These inservice presentations included Invitational Education, Multicultural Education, Cognitive Coaching, and Assertiveness Preparation. Prior to the rotation to the new sites, the Core Staff recognized that communication was key. As described earlier in this report, Core Staff, TIs, and professors often engaged in Argyris's (1993) single loop learning. TIs complained about events on Instructional Teams, but TIs often did not approach a professor with their

concerns. Core Staff created the Assertiveness Preparation workshop to focus on assertiveness training, and critical consciousness. During the workshop, however, new TIs indicated that they didn't need this--that they were assertive enough. Again, this was more evident among secondary TIs. As time went on, however, it was apparent that elementary TIs often did not express their concerns directly to professors, and secondary TIs have not had much contact with professors. Both elementary and secondary TIs wanted less time attending inservice presentations and more time in interaction and discussion with professors.

Elementary TIs were disappointed that few professors brought their classes to the elementary site. One professor who had been actively involved in the PDC during the first three years of the program indicated that things were done quite differently at the Franklin site than at the Lincoln site. Because of the recruitment problems that coincided with the rotation, it was not possible to provide a separate UTEP course on-site. In fall 1993, only two professors taught courses at Franklin. One professor indicated that it was more difficult to accommodate the two groups of students at the site. A few other professors reported that some non-UTEP preservice students did not want to be at the urban site. The reduction in the number of courses taught and the difficulty in bringing courses to the urban PDCs was the result of the problems with recruitment described earlier. In spring 1994, to bridge the gap between course work and the field, Coordinators attended methods classes. This provided Coordinators an understanding of what was taught and what should be reinforced in the PDC field experience. At the secondary level, in fall

1994, four professors visited the secondary sites while other methods professors did not.

The new TIs at Central and Franklin wanted to work with professors and were disappointed that they saw so little of them. New TIs want support from the university, and they want to be recognized for their efforts.

Other Sites

One or two professors have experimented with on-site courses at suburban schools. Through fall, 1994, they had used four schools. One indicated he did a sales job to encourage teachers to participate. He looked to those with an interest and encouraged collaboration. He visited the site for a month and provided teachers with handouts. Two professors combined two content area courses in order to develop an integrated field experience. One of these two professors indicated that in these schools, without budget and a formalized team of teachers, he had to tell the on-site teachers what was needed. In UTEP, what was needed was negotiated. He believed that when he worked with UTEP sites, he sought teachers' input into his syllabus and took their ideas seriously. He indicated that without the support of the Coordinators and a team approach, the outcome was satisfactory but not as successful as UTEP PDCs.

Seminars

Seminars are discussed in the literature of many collaboratives. In some collaboratives, seminars are given by school personnel on-site as part of the field experience (Sandholtz & Merseth, 1992; Snyder, 1994). UTEP seminars covered many topics not ordinarily in university courses, including legal issues, school social services,

and cognitive coaching (a detailed list was presented earlier in Sandoval, 1992). Different topics were presented, depending upon whether they were needed at the elementary, middle or high school level. TIs presented these seminars for preservice students. At Lincoln Elementary, some of the seminar topics became part of the regular methods courses. With the rotation of PDCs and the problems with recruitment, some seminars became more individualized. For example, at Eggers, a TI guided an individual student to develop lessons in cooperative learning. These seminars continue, however, when three or more students gather after a day in the classroom.

In other collaboratives, seminars were presented and/or attended by both university and school personnel and preservice students (Stallings & Kowalski, 1990; Wilbur, Lambert, & Young, 1988). In some cases, seminars count as credit courses. For example, at University of Wisconsin-Milwaukee, students take a seminar course after they complete student teaching in the fall (S. Pasch, personal communication, 1992). This seminar was meant to pull together questions and concerns students had after the experience of student teaching.

UTEP preservice students generally appreciated the seminars that were offered by PDC school personnel, and TIs generally enjoyed doing them. Students believed that the seminars provided them with information that they might not have received unt[illegible]ney actually got into a school to begin teaching.

Preservice Teachers in the Schools

Snyder (1994) reported that some teachers in their collaborative saw student teachers as helping hands and less as learners in need of time and support. To date, there has been no evidence of this in UTEP. TIs have viewed field experience students as extra hands and eyes in the classroom, but they are aware of the growth that occurs when preservice students work with K-12 students. TIs have concerns about time devoted to K-12 students. They generally want assurance that when a field experience student is in the classroom with a TI or when a student teacher is (eventually) in the classroom alone that the needs of K-12 students will be met. At some point, student teachers take on the responsibility of the classroom, while field experience students usually have the TI in the classroom. Student teachers spend more time with K-12 students and TIs have concerns about the quality of that time especially when they must leave the student teacher alone in the classroom. TIs have indicated they feel good about this when they have seen good skill and knowledge development on the part of the student teacher, but TIs are less optimistic when the student teacher has not demonstrated good skill and knowledge levels. This concern is evident in other programs. Other authors have reported that some teachers felt uneasy leaving their students alone with the student teacher (Sandholtz & Merseth, 1992; Snyder, 1994). In general, TIs have felt positively about most student teachers.

TIs have complained that a few students have come to student teaching without adequate skills and knowledge; that even though they have passed the PPST and have

taken the course work, they still have writing and speaking problems that may have negative effects on K-12 students. TIs were also critical of students who came without basic knowledge of the content they are to teach. For example, a preservice teacher was to present a lesson on fractions, but did not have a basic understanding of how to add, subtract, multiply, or divide fractions. Professors have also complained that some students lack skills and knowledge. Teachers and professors also have concerns about students who lack human relations and child development skills. TIs were particularly frustrated by a few preservice students who may even have received good grades, but had few pedagogical skills with real K-12 students in a K-12 classroom. TIs were aware that often, a person without these skills may not be identified until they are in a classroom. They wanted to assure that mechanisms become available to prevent such preservice students from becoming teachers.

TIs and professors agree that growth is most effective when together they determine what preservice students are to accomplish. Learning takes place when they together construct meaningful field experiences. They also believe that preservice students benefit from helping K-12 students in the classroom or from engaging in active observation with specific goals in mind rather than just sitting back and observing. Secondary Coordinators suggested that students liked doing short lessons in the classroom. A few students suggested that they would like to test their methods course lesson plans in their field placement classroom. Pulling this all together takes some time. For example, when new TIs first had field experience students in the classroom, some TIs

at Central were uncertain what these preservice students should do. With time they have become more adept at creating learning environments for preservice students while providing help for their K-12 students. Although all content professors have provided for specific learning in the field, Coordinators and TIs had concerns that one general methods professor continued to send students to the field with directions to sit in the back of the room and observe. They have indicated they will no longer take students into their classrooms unless there is a plan for learning.

TIs and Coordinators also have concerns about what preservice students do in K-12 classrooms and schools. Coordinators reported that they went out of their way to try to make preservice students feel a part of the school, encouraging them to participate in school activities. They do this to assure that preservice students have a well-rounded notion of what it's like to teach in an urban school. In addition, Coordinators at the secondary level want assurance that general methods students see a variety of content areas being taught, and they suggest that students do some observation at the elementary level. Likewise, they believe it might also be appropriate for the elementary general methods students to have some experience at the secondary level.

K-12 students generally responded positively to having a student teacher. Based upon the results from the K-12 student survey, children and youth reported that they enjoyed having another person with another viewpoint and teaching style. They liked the extra attention that came from having their own teacher and another teacher in their classroom. Negative comments included K-12 students' concerns that student teachers

did not always know how to manage the classroom or did not always teach clearly.

Because UTEP focused more on the teachers who were Teacher Instructors rather than the whole building, school reform was not a function of UTEP. ISTEP scores for years 1989-90 through 1994-95 for each of the five PDCs are presented in Table 5. No significant change was evident in the average scores across the years. The scores for both high schools went up slightly over the five-year period, but given the small numbers involved in UTEP, these changes were unlikely to be due to UTEP. It is also clear, however, that having field experience and student teachers in the school did not negatively affect children's scores.

TIs did have concerns about elementary students who had a student teacher two years in a row and middle and high school students who had student teachers for more than one subject. Coordination, thus, is important to prevent possible harm to K-12 students from having too many student teachers. During the interviews and focus groups, however, TIs reported that no parent had ever complained about having a field experience or student teacher in their child's classroom.

Although principals generally responded positively to having preservice teachers in their building, they did have concerns about having too many in the building at once. One principal indicated that on a particular day there was a preservice student in every classroom he/she passed. This principal was concerned that this might affect too many students.

Table 5

Professional Development Centers
ISTEP Scores from 1988-89 to 1994-95

	1989-89	1989-90	1990-91	1991-92	1992-93	1994-95
Lincoln Elementary School	48.45	50.30	47.51	*	47.92	46.39
Eggers Middle School	49.73	50.22	49.12	49.92	47.86	50.47
Horace Mann High School	41.62	46.33	43.69	46.80	46.40	43.80
Franklin Elementary School	51.67	52.33	52.70	59.35	46.92	53.26
Central High School	43.02	44.99	43.45	*	44.30	46.00

* East Chicago does not have ISTEP scores for 1991-92.

The Preservice Student Perception of Their Experience

University students were generally happy with their experiences at PDCs. When problems were evident, it was most often due to personality clashes. Only a few students complained that they were assigned a TI or had a Coordinator whom they did not get along with, but these students felt they had little recourse in changing teachers or schools.

Most students appreciated being in a cohort group that met at the school. They believed that it provided them with an opportunity to reflect with their peers about their experiences in the school and classroom. Coordinators reported that students see professors as important, want to have time with them, and like to see the professor in the field. Students in the secondary field experience also expressed a preference for real activities in the classroom.

UTEP Student's Grade Point Average Compared to Other IUN DOE Students

A comparison of the grade point averages of UTEP students and graduates to all other DOE students and graduates is presented in Table 6. Although variation occurs from year to year, the average differences are small and not educationally significant. In some years and in some categories the mean GPA of UTEP students was slightly higher and in other years and other categories slightly lower. Based upon these mean comparisons for Option I and II, UTEP students and graduates were similar to other DOE students and graduates.

Table 6

UTEP and Non-UTEP
Students and Graduates
by GPA

	Non-UTEP		*UTEP*	
	Elementary	Secondary	Elementary	Secondary
Option I-Undergraduate				
Graduates				
1989-90	2.89	2.95	3.37	0
1990-91	3.28	3.02	2.99	2.84
1991-92	3.19	3.27	2.97	3.14
1992-93	3.26	3.18	3.09	3.42
1993-94	3.22	3.43	3.20	3.33
1994-95	3.29	3.27	3.12	3.02
1995-96	3.17	3.32	3.37	0
Current Students•	2.93	3.00	2.98	2.83
Option II Graduate				
Certified	0	N/A	0	3.57
Continuing•		3.57		3.08

• 1995-96 includes December '95 grades only.

Success of Graduates

Many early graduates at the elementary level (about 25 percent to 50 percent depending upon the year) were also bilingual students. Although some contention exists as to whether it was appropriate to have bilingual students in the UTEP program, all UTEP students were exposed to PDCs. A separate PDC for bilingual students was modeled after the UTEP PDCs and began about the time that UTEP and bilingual students were split. The discussion of success cannot be based on the courses that students took, i.e., UTEP sections in the first three years, bilingual, or others, but on the basis of placement in a PDC.

The number of Option I graduates and Option II certified and limited license teachers (includes permanent are presented in Table 7. As of May 1996, forty-nine graduates, certified and certification students are working in one of the three urban districts. Thus, about 43 percent of Option I graduates and 81 percent of Option II certified teachers have jobs in one of the three urban districts. Thirteen of the remaining 14 Option II students have limited licenses or are permanent substitute teachers in Gary (12) and East Chicago (1). Another seven graduates had taught in these districts, but have since moved or have taken jobs elsewhere. Few graduates have been less than successful. For example, one graduate was not given a permanent position after one year, and another has been unable to pass the NTE and continues in a permanent substitute position.

Principals, who now employ graduates who did their field experience and student teaching at PDCs, have reported they generally are pleased with these new urban teachers.

Table 7

Option I Graduates and Option II
Certified and Limited Licensed Teachers in
East Chicago, Gary and Hammond.

	African-American		Hispanic		White		
	Male	Female	Male	Female	Male	Female	TOTAL
East Chicago							
Option I	0	1	1	4	1	2	9
Option II							
Limited License*	0	1	0	0	0	0	1
TOTAL	0	2	1	4	1	2	10
Gary							
Option I	1	7	0	1	0	1	10
Option II							
Certified	3	9	0	0	0	0	12
Limited License*	4	7	0	1	0	0	12
TOTAL	8	23	0	2	0	1	34
Hammond							
Option I	0	0	0	2	0	2	4
Option II							
Certified	0	0	0	0	0	1	1
TOTAL	0	0	0	2	0	3	5

*Includes Full-Time Substitute Teachers

District administrators have also indicated that, in general, they are pleased with the teachers who did student teaching at a PDC. They have reported that UTEP graduates hit the ground running when it comes to understanding urban children.

Selection of PDCs, TIs, and Coordinators

Many authors recommend that PDSs should be based on a reciprocal model in which both the university and the school are engaged in reform (Goodlad, 1993; Liebermann, 1988; Robinson & Darling-Hammond, 1994). For example, all of the PDSs which collaborate with Indiana State University are now Indiana 2,000 schools.

Initially, to receive a UTEP PDC designation, schools were expected to show evidence of: a) strong instructional leadership and effective urban teaching; b) commitment to urban teaching, coupled with demonstrated innovation and reform; c) agreement among the building administrators, teaching staff, and parents about the program's concept of differentiated staffing, roles, and responsibilities; d) a systematic program that included comprehensive school/community service; e) a systematic monitoring of student performance and progress; f) multicultural student composition and teaching staff; and g) parent/community involvement in school affairs. This was interpreted differently by individual school districts. Schools were nominated by principals and the superintendent of each district gave final approval based upon the selection criteria of that district.

There is little available information about selection of teachers in other collaboratives because most other programs select the PDS, but not specific teachers in

the school. The actual involvement in different PDS activities in many of these other collaboratives is a much more informal decision. Some collaboratives provided a range of possible activities including supervising preservice students or interns. A small group of teachers in the building was not expected to do everything as was the case in UTEP.

In UTEP, core teachers were identified as Teacher Instructors. Depending upon the district, TIs were self-nominated, nominated by others on the staff of the PDC or by administrators in the district. The district administrators, principals, and/or union representatives made the final decisions. TI's main responsibility has been to supervise and reflect with general methods students, content methods students, and student teachers. They have also engaged in professional activities by attending workshops, conferences, presenting at conferences, and giving workshops in their schools and districts. TIs engaged in reflection and dialogue with professors on Instructional Teams and with peers in their schools.

Our current PDC Coordinators have suggested that the larger the number of teachers who are involved, the more positive the effect on the school. One of the negative effects of selecting a small cadre of teachers at a single school was that other teachers sometimes felt left out or envious. Other teachers want to be involved. It is clear, however, that all teachers in a building are not prepared to have preservice students in their classroom. Coordinators and TIs believe that the teachers who take on university students should be lead teachers with appropriate preparation. In spite of this, other teachers can be involved in other ways. As described earlier, teachers in some

collaboratives choose from a number of activities, such as problem solving, planning, action research, or professional development. In this way, teachers can choose an area of interest and not burn out from too many activities or by having too many preservice teachers. A more inclusive model of participation also provides a stronger model where many teachers are involved in positive change.

A number of collaboratives have described their approaches to preparing teachers to be cooperating teachers. In one collaborative, teachers attended a co-taught supervision class held at the school. The following year, they co-taught in Columbia University Teachers College seminars and mentored interns (Snyder, 1994). At Virginia Commonwealth University, mentor lead teachers completed a program in school-based leadership (Stallings & Kowalski, 1990), and at Cleveland State University, Classroom Teacher Educators were trained at the university (Stallings & Kowalski, 1990; Wilbur, Lambert, & Young, 1988).

The preparation of teachers to be TIs in UTEP has not been systematic. All TIs have participated in professional development to develop cognitive coaching skills. The original TIs had six days of training, but reported that it was not as helpful as they had hoped. Training in cognitive coaching continued throughout the program. When new TIs were identified at Franklin and Central, efforts were made to provide some inservice that would prepare the TIs for methods students and student teachers. The new TIs had fewer days of cognitive coaching training, but this training was more focused on the needs of preservice students. TIs also have participated in a wide range of professional

development activities throughout UTEP. TIs in UTEP have learned in the field from being on Instructional Teams and by having preservice teachers in their classroom. Discussion has continued as to whether there should be some required inservice or a university course that might include such topics as adult development, multiculturalism, cognitive coaching or some other reflection model, assertiveness training, constructivism, or other topics.

As the backbone of the PDC, Coordinators oversee the on-site activities of PDCs, place the students with TIs, administer the coordination of activities at PDCs, and facilitate the needs of preservice students and TIs. Each of the Coordinators was selected by her respective district because she demonstrated effectiveness as a classroom teacher and displayed leadership skills. Students, TIs and professors generally believe that the role of Coordinator is an important one. Several professors have indicated that the role of Coordinator is crucial in paving the way for a smooth and useful experience for preservice students. Coordinators pull together the school experience for preservice students. They act as guide, counselor, and coordinate the preservice activities in the building.

In the program, Coordinators are adjunct lecturers in the Division of Education and have worked on teams with the various Assistant, Associate and Full Professors involved in the program. Historically, adjunct lecturers have low status in the University, and TIs and Coordinators have expressed recognition of and dissatisfaction with lower status. A few have suggested that they don't need adjunct status at all--that a university title is something university people may believe is important but it is not important among

teachers. They want to be treated with respect *because they are teachers*. In contrast, one professor suggested that Coordinators should be school teachers, with full faculty status as assistant professors, and that they should spend at least half-time housed in the Division. He believed this would provide a greater understanding of what the university was about, and that the Coordinator then could better translate that to teachers.

As the role of Coordinator has been an important one in the PDCs, a great deal of planning was done to determine how the role of Coordinator can be continued and what changes might be made in the supervision of students in the field to enhance the field and student teaching experience. A thorough review of how school-based experiences are delivered to students may provide innovative ways to service field-based needs in the Division. For example, Stallings and Kowalski (1990) described how placement in PDSs allowed the university supervisor to save travel time, thus allowing more time at the sites. In addition, the success of the UTEP Coordinators in developing school and district-wide professional development activities may be an incentive for other districts to fully or partially fund a Coordinator position. As of May 1996, the three districts have agreed to continue the role of Coordinator in the future but on a part-time basis.

Reflections on the Use of PDCs

Miller and Silvernail (1994) indicated that in their program the size of the intern group was determined by size of the school. Some students were turned away. At the University of Wisconsin-Milwaukee Teaching Center, the number of students served at PDCs was limited. All other students were served through traditional field placements.

TIs, Coordinators and principals have concerns about the number of preservice students who may be serviced at a building at any one time. Lincoln Elementary School had the largest number of preservice students placed in a classroom at any one time. Up to four field experience students were in a single classroom, and at times a TI servicing a student teacher also had one or two field experience students in the classroom. Coordinators provided their reflections on this matter. One obvious point is that the number of university students that can be serviced at a PDC is greatly affected by the size of the school. This does not mean that small schools should not be utilized. However, this impacts the number of schools that ultimately could be designated as PDCs. Coordinators also believe that depending upon the size of the school, the maximum number of preservice students at a PDC should not exceed 15, and that 10 students are closer to the ideal; for example, for schools such as Eggers and Franklin, the number of preservice students should not exceed 15.

The number of preservice students can also be determined by the number of school faculty in the building. Coordinators suggested that one third of the school faculty must be committed to working with preservice students. At the secondary level, at least one-third or minimally two teachers from each content department should be involved. Similarly, Theobold (1991) recommended six to ten preservice teachers per elementary site and twelve to fifteen preservice students per secondary. Coordinators also indicated that schools, especially at the secondary level, have students from other universities. This complicates the assignment of preservice students to schools because IUN, in effect, is

competing for school service and time.

Because the Division of Education has decided eventually to move the entire program to PDCs (beginning at the elementary level, but continuing with current secondary PDCs), it is important to understand how many students will need placement. During the past several years, the Division of Education has had about 250 to 300 undergraduate students per year. For example, in fall 1993, the Division had 287. Of these about 80 to 90 per year were involved in student teaching at the elementary and secondary level. Most years, about two-thirds of those students were elementary. Last year, about half were placed at the elementary level. Sixty students (30 per semester) were involved in general methods, and approximately 60-70 were involved in the three elementary content methods blocks per semester. At the secondary level, about 50 were involved in the general methods in spring and about 25 students were involved in a specific content methods course.

TIs who had student teachers several years in a row indicated they needed a break. Based on Coordinator's responses and interviews, it is recommended that PDCs should be on a two to four-year rotating basis. This will help to alleviate teacher burn out. The secondary PDCs indicated they should be responsible for only General Methods Field or Content Field/Student Teaching. Coordinators also recommended that students be in the school for more than one day per week, and that Coordinators at the secondary level schedule the last hour free to engage preservice students in reflection on the day's events.

The views expressed by Coordinators were also shared by several professors. One professor suggested teachers constantly face change in their districts--that districts often have a new focus every year and that teachers are often expected to add new areas and new methods to their teaching load, but nothing is taken away and the basic requirements do not go away. He saw enthusiasm for having a student teacher or field experience student wane by the third year. He believed that teachers needed a break every second year and definitely after three years.

Curriculum

Robinson and Darling-Hammond (1994) suggest that each organization should reconsider its roles and functions. Both teacher education programs and schools must change the curriculum and the organizational structures in order to collaborate effectively. Change in UTEP has been slow and difficult. Some believe change should occur within their own organization, whether school or university, while virtually all believe it is the other institution that needs change.

As is the case among most university education professors, IUN faculty do not all espouse the same theoretical perspectives. TIs may not be concerned with "whose theory" they put into practice, but rather with what works, and thus often develop an eclectic approach. Their approach to practice may change, depending upon what they perceive are the needs of individuals or groups within the classroom, the objectives or content, or the desire to present a variety of learning styles. TIs also must be responsive to the demands of their district curriculum requirements. What is clear, however, is that both

professors and TIs believe that it is important to link the course work with field experience.

As described earlier in this report, as the interaction between faculty and TIs continued during the first four years of the program, current theory was presented to TIs and they shared their knowledge of practice in the classroom with university faculty. Professors and TIs on Instructional Teams indicated that they learned from one another and that they believed integration of theory and practice has increased. However, true collaboration takes time. Sandholtz and Merseth (1992) indicate that a committee with people from different areas takes more time and energy to develop a course than one developed by a single individual. This investment in time and energy may be part of the reason that investment in UTEP Instructional Teams has lapsed over time. Instructional Teams took time from both professors and teachers and were sometimes arenas of conflict or frustration.

Based on feedback from teachers in a collaborative with the University of South Carolina (USC), Dixon and Ishler (1992) said that school faculty believed the university wanted to share power and control over roles and definitions, yet power and control were seen to emanate from the university, a situation he believed was encouraged perhaps unconsciously by public school faculty. As indicated earlier, this was evident in UTEP.

It is not clear from the proposal whether Instructional Teams were to collaborate on only the field experience or the methods course. Many Lincoln TIs believed that if true collaboration existed, the acceptance of their input on the professor's syllabus was an

important indicator. Disagreement on this point, however, existed among professors. Some professors believed their course syllabi and the responsibility for the course were in their purview, and they were to collaborate only on field experience. Others welcomed input. This is an important issue because it is what has made UTEP different from most other collaboratives. Few collaboratives discuss collaboration that affects university courses. For example, Heikkinen, McDevitt and Stone (1992) described a collaborative in which classroom teachers worked with university faculty to revise, deliver, and evaluate science and mathematics content and pedagogy courses for elementary teachers.

TIs, especially those at Lincoln, believed that their knowledge about practice had a place in the syllabus. Without having read Shulman (1987), they took seriously his belief that teachers should be involved in the development of pedagogical knowledge. Shulman (1987) says:

> Practitioners simply know a great deal that they have never even tried to articulate. A major portion of the research agenda for the next decade will be to collect, collate, and interpret the practical knowledge of teachers for the purpose of establishing a case literature and codifying its principles, precedents, and parables. This is not to say that teachers have all the answers. They indicate they do not (p.12).

In 1992, brainstorming to identify a core of pedagogical knowledge occurred at retreats held with the Lincoln, Eggers, and Horace Mann TIs. A few professors attended portions of this retreat. The results were documented in Knowledge, Abilities, and Qualities of Effective Teachers (KAQ) (Sandoval, 1992). Information in the KAQ may still have potential as a useful document for review as the DOE continues the development

of a core of pedagogy for the field and student teaching. Several attempts to engage professors in a review of the KAQ were unsuccessful. The first attempt asked them to review core items taught in their courses. Only three faculty returned the form. A consultant was hired to begin documenting whether the items were evident in our UTEP graduate's classrooms. Five classrooms were observed. Core Staff did not believe this to be a finished product, thus the observations were an attempt to begin to determine the appropriateness of the items and to develop them into a set of criteria from which judgments of teacher performance could be determined. A brief report was written and presented at ATE (Reed & Sandoval, 1993). The consultant was hired as the new Program Development Director. She held several meetings with faculty in an attempt to begin to document curriculum using the KAQ. These meetings were exploratory, but did not lead to the revision of curriculum.

Curriculum thus continued to be what happened in individual Instructional Teams. As reported earlier under Instructional Teams, reports indicated that teams worked best at Lincoln and at the secondary sites when communication was high and when respect and equity existed between teachers and professors. In some cases, the team did not start out this way, but moved forward through dialogue. When teams did not work, communication was poor, and respect and equity were weak.

In a sense, successful teams engaged in what Argyris (1993) called double-loop learning. Members of successful teams appropriately tested their assumptions. Argyris suggested that moving from single-loop learning (complaining in dyads and triads and not

testing our assumptions) to double-loop learning (directly testing our assumptions with those with whom we differ) is very hard. Success happened when teams found the time to discuss issues and move to action. It happened when TIs were assertive and professors were receptive. What was missing was the development of a cohesive curriculum throughout the elementary, secondary, and graduate programs. UTEP found that it was not just a matter of talking across cultures, which was certainly difficult enough, but learning to collaborate within a culture that has long prized individuality. As is the case across the country, the Division of Education at IUN has begun a dialogue regarding the limits of academic freedom, self-governance, and the responsibility to prepare new teachers and provide for the professional development of classroom teachers. This dialogue will be described later.

A continuous question about urban issues is: Should urban (multicultural) issues be included in a special course, be infused across the curriculum, or both. The curriculum of the undergraduate program is tight. Students have little room for electives. Those who desire endorsements, often take courses above and beyond the credit load necessary for graduation.

The DOE and Core Staff have had discussion about the possibility of an urban endorsement, but this possibility has not come to fruition. Objections include: a) An urban endorsement is not recognized in Indiana; b) Districts provide no extra pay for having such an endorsement; c) Many district personnel feared that it could be used to further stigmatize groups rather than serve as a source for enlightenment, (i.e., only those with a

strong interest would apply and those without would receive little if any information on urban or multicultural).

At a Core Staff meeting this spring 1996, Core Staff again discussed the issue of infusion or special courses. District Coordinators again expressed their belief that urban (multicultural) should be infused across the curriculum. They do not want to see one or more urban focused courses unless there is evidence that it will also be infused in other courses.

Option II Curriculum Development

The curriculum development for Option II has been more successful. In the case of Option II, special urban courses served as the core of the alternative certification program. Over the course of the program, more of the Option II courses have been focused of urban issues. Faculty teaching these courses, generally, have made a concerted effort to be aware of and include urban issues in course content. For example, T550, Cultural/Community Forces in the School includes an in-depth study of community resources, and P510 has students select one of the community resources they found for their 21 hours of community experience with urban youth. Most of these faculty (except for one or two instances) also have made efforts to assure that the courses are cohesive and flow smoothly for the student. In summer, 1996, Drs. Reed and Sandoval revised course curriculum to provide stronger examples of urban teachers and more in-depth coverage of urban issues. A history of the changes in Option II coursework has been provided in earlier documents (Sandoval & Schoon, September 1994). The most recent

Option II list of courses is indicated by the starred courses identified under Master's Degree in Secondary Education: With Options in Urban Education and Special Education in Appendix F and is discussed under institutionalization.

Professional Development

Professional Development of School Personnel

Coordinators, TIs, and other Teachers at the PDCs have been involved in numerous professional development activities. From the beginning of UTEP, all Coordinators and TIs participated in Cognitive Coaches training. The Lincoln Elementary, Eggers Middle School, and Horace Mann High School TIs completed a survey that was used in planning to assure that the new TIs at Franklin Elementary and Central High School would receive appropriate preparation for serving preservice students. As indicated earlier, each year of the program, professional staff participated in a summer retreat. The evaluations of these summer retreats have been generally positive. Depending upon the year and the particular item on the evaluation form, from 80 to 100 percent of participants ranked the retreats as being good to excellent. Typical comments included "Very, very informative," ". . . informative and appropriate for immediate utilization," and "We were given a better understanding of what the IU Instructors expected to take place in the classroom between the students and the TIs. These presentations and workshops have ranged from specific workshops on such issues as multicultural or invitational education to the all school in-service, "Through the Eyes of a Child," with children, parents, and teachers at Lincoln Elementary. The evaluations of

these inservice programs also have been positive. For example, of the 342 adults who completed the evaluation of that all-school inservice, 92 percent ranked it good to excellent (52 percent ranked it excellent). Participants in UTEP, including students, teachers, professors and parents, have participated in numerous regional, state, and national committees, seminars, and conferences. These professional development activities have been described in the six-month reports to the Lilly Endowment.

Theobold (1991) suggested that cooperating teachers involved in PDSs gained in expertise in mentoring student teachers, increased knowledge and efficacy in teaching, enhanced collegial interaction, and had more positive attitudes about themselves as teachers. As they monitored student teachers, teachers analyzed their own teaching and tried new strategies and ideas. This was evident in UTEP. Based on the TI interviews and focus groups, many TIs have indicated that having field experience students and student teachers in their classrooms improved their own performance in the classroom (i.e., reflecting on the performance of others has caused them to reflect on and improve their own performance). They believe that their preparation in reflective practice/cognitive coaching benefited them and their preservice students. Other authors agree that having preservice students in classrooms provides professional development for teachers. They also indicate that teachers learn and gain insight from having student teachers in the classroom (Grossman, 1994; Miller & Silvernail, 1994).

The Coordinators and TIs at all five sites believe that the inservice they have received and shared in their buildings has been positive. As reported earlier, almost all TIs

indicated they learned from professors and this learning was used in their K-12 classrooms. Several professors indicated that they learned from teachers. Principals at the three original UTEP PDCs generally believed that being a PDC made their school a better school, and that having the cadre of TIs in their building created a force for positive change. A few TIs indicated that they requested that professors help them learn new techniques. Some professors have done this. One TI, however, indicated that when she asked one professor for help, he told her to take his course.

The results of the yearly surveys are presented in Table 8. These results demonstrate that a large proportion of TIs believe that UTEP has affected curriculum instruction in their building and that this has made them: a) more aware of the instructional needs of students; b) has encouraged them to use a wider variety of instructional strategies; c) has made them more aware of their teaching methods; and d) encouraged them to use more innovative teaching methods. .

A number of the teachers involved with UTEP have been promoted within their own districts. One Coordinator became an assistant principal and has recently been promoted to principal. Several TIs have become principals and one has become a district level administrator. One TI moved to a Coordinator position in the IUN Bilingual Program and has since become a principal. These promotions may be partially due to the leadership that teachers demonstrated in order to become a Coordinator or a TI and partially due to the leadership experience in their buildings as part of UTEP.

Table 8

Relevant Results from Yearly
Teacher Instructor Questionnaire*

1. How many years have you been in the teaching profession? Mean 20 (Range 4 to 36 years)

		Yes		*No*		*Total*	
		N.	%	N.	%	N**	%
2. Has UTEP affected curriculum instruction in your building?	**1992**	19	95	1	5	20	100
	1993	17	94	1	6	18	100
	1994	19	86	3	14	22	100
Among those who said yes to Question 2:							
2a. Has UTEP made you more aware of the instructional needs of students?	**1992**	17	89	2	11	19	100
	1993	16	94	1	6	17	100
	1994	16	89	2	11	18	100
2b. Has UTEP encouraged you to use a wider variety of instructional strategies?	**1992**	19	100	0	0	19	100
	1993	16	94	1	6	17	100
	1994	18	95	1	5	19	100
2c. Has UTEP made you more aware of your teaching methods?	**1992**	19	100	0	0	19	100
	1993	16	94	1	6	17	100
	1994	18	95	1	5	19	100
2d. Has UTEP encouraged you to use more innovative teaching methods?	**1992**	19	100	0	0	19	100
	1993	16	94	1	6	17	100
	1994	18	95	1	5	19	100

* Felicia Bohanon coded and tabulated this information.

** Represents a 65 - 70% response rate depending upon year.

The schools that served as PDCs in UTEP have had varying degrees of professional development and school reform. The professional development that occurred in UTEP was indirectly connected to each school's entire professional development efforts. Most principals indicated that TIs and Coordinators were leaders in their building and were involved in other school activities. However, the IUN DOE was not involved in the school as a whole as is the professed case in many university/school collaboratives. UTEP has provided some whole school inservice, but the main focus has been on preservice teacher education. I have recommended that the DOE move to the PDS model and consider whole school involvement. Lead teachers would still take on preservice students, but the whole school would be a Professional Development School.

Parent Involvement and Professional Development of Parents

Parents have been involved in UTEP from its conception. Four parents have assumed the role of Parent Liaison, one each continued in East Chicago and Hammond, while a new Parent Liaison came into Franklin Elementary. A Parent Advisory Board has been meeting regularly during the program and a parent is a member of the UTEP Policy Board.

When I interviewed Parent Liaisons in spring 1995, they indicated that they should have had a larger role in UTEP. Although they were pleased that they had a spot on the UTEP Policy Board, they still often felt that they were "just there," without any real input. They wondered what others on the Policy Board thought of them, especially those from

the university. They believed that they should take a stand on some issues, but believed that they did not have enough knowledge or information to do so. All took seriously their role as liaison between the community and UTEP. They wanted to participate in the interchange of ideas between the program and the community.

Parent Liaison's main activity is to work with the Coordinators and UTEP students. They provide materials and directions and help Coordinators service preservice students. During the course of UTEP, two of the Parent Liaisons were both PDC secretary and Parent Liaison. They indicated that they were active participants in the program at the sites and provided service both to the program and to their school. For example, one Parent Liaison continues as a translator for Hispanic parents in her school when needed. Another helped develop a Family Math Program in her school. Parent Liaisons indicated that they sometimes field parent calls for their school. They may provide information about the school or direct a parent to the appropriate office. One Parent Liaison helped to set up the UTEP resource library and developed UTEP brochures.

Parent Liaisons and other parents in the Parent Advisory Board have participated in professional development activities. They have participated in UTEP Retreats. Some have attended national or regional PTA meetings. For example, Parent Liaisons presented a panel entitled, "Practical Ways for Schools to Involve Urban Parents" at the International Alliance for Invitational Education, held November 10-12, 1995, in North Carolina. They have received and want to continue professional development that

enhances their professional skills as well as their community/school interaction skills.

Parent Liaisons have also developed or participated in creating professional development opportunities for preservice students and parents in their communities. For example, the Parent Liaison in East Chicago developed a series of four workshops presented at the De La Garza Center. Parent Liaisons also co-facilitated a session at the First Annual Parenting Conference, "You're Doing Better Than You Think You Are!" held May 11, 1995, in Hammond.

Parents have been instrumental in developing the community field experience component of UTEP. Early on in the program, they collected information in their communities and wrote brochures describing community services available in their communities. These brochures served as reference sources for student decision making regarding placement in community service agencies. They have worked with me and with others to link community organizations with preservice students. As described earlier, P510, Psychology for Teachers, has a community service requirement of 21 hours. This Option II course requires that students actively participate with adolescents in a community agency.

Research

The Lilly proposal (1989) indicated that "University faculty will engage fellow teachers as co-researchers in documenting and learning about the factors that makes effective teaching and learning in urban schools," (Appendix, p. 4). Thus, the proposal called for faculty research in PDCs. Most of the IUN faculty involvement in action

research and professional development at PDCs was initiated by UTEP Core Staff. The Research Director has been involved in the evaluation of UTEP. This involvement included participants input in planning and instrument development as well as their participation in responding to surveys, interviews and focus groups. However, except for the evaluation of UTEP and a few professors who did research in the districts and one non-UTEP project at a PDC, collaborative action research was sparse.

Time has been a factor in the development of action research. Drs. Rosario and Sandoval each presented workshops on action research to TIs. These were fairly well attended, but only two TIs followed up with topics of interest. Although they planned to pursue their interest, they found it difficult to find the time to pursue these topics. A few TIs worked with Rosario on his community research. In summer 1992, I discussed with Stephen Kemmis, from Deakon University, Australia and Thomas Popkewitz, University of Wisconsin the issue of teachers doing action research projects. They indicated that they have changed their minds since the publication of Kemmis and Carr's book on action research (Carr & Kemmis, 1986). They now believe that action research may a product of university thinking. If teachers are not provided the extra time to do action research, or are not interested, action research is a burden that is imposed on already overworked teachers.

However, teachers can engage in action research without necessarily being responsible for the research. For example, during summer 1994, eight teachers were paid to participate in the development and field testing of lesson plans for urban children and

youth with Harris, Reed, and Lukowski.

Other collaboratives have had difficulty in asking teachers to do too many things. Winitsky, Stoddart, and O'Keefe (1992) described one collaborative relationship that he believed never fully lived up to its name. It functioned effectively as student teaching sites, but never actualized staff development or research goals. UTEP PDCs, too, functioned mostly as student teaching (and field experience) sites. Some professional development occurred, but research possibilities with much potential remain mostly untapped. In addition, now that I have taught Y520, Inquiry in Education, several times, I believe that a small action research project does require the time and content of a 3-credit graduate course.

COST FACTORS

UTEP was able to fund the development of PDCs and related activities through the Lilly grant, including TI stipends, and additional dollars through the state, the university and the districts. Districts contributed Coordinator's salaries (or equivalent earlier in the program). TIs believed that the amount of pay they received from UTEP was more equitable than the traditional pay cooperating teachers receive. Being in a PDC required additional work, including serving on Instructional Teams, going to meetings, being involved in peer discussion and problem solving, attending inservice programs, teaching seminars and teaching in professors' on-site methods courses. In spite of their concerns about equitable pay, many teachers at the PDC have taken on non-UTEP students at the lower pay scale. Extra pay for TIs but no extra pay or release time to do

PDC work for university faculty was a problem.

As the Lilly grant concludes, IUN and the UTEP Policy Board have devised ways to reward participants. Other collaboratives provide a number of examples that might be useful in the discussion of how to continue PDCs. These include:

- Columbia University Teachers College, two New York City Community School Districts and United Federation of Teachers. Cooperating teachers received district staff development money for planning both their teaming experiences and their work with student teachers (Snyder, 1994).
- The University of Washington pays each school the same as it would pay the university supervisor. Schools decide how to use money to support supervisor's work (Grossman, 1994).
- Indiana State University uses PDSs that are funded through Indiana 2,000 dollars.
- Puget Sound University of Washington. Each district contributed $17,500 annually plus ten cents per pupil and agreed to five year commitments (Keating & Clark, 1988)

Theobold (1991) suggested that PDSs be financed by their share of professional development dollars allocated in their district, plus university revenues generated by PDS activities that include tuition, fees, and additional state funding. He indicated that PDSs need 5 to 10 percent above operating costs.

Although the large amount of money provided the opportunity for UTEP to be where it is today, in some ways, the money got in the way. This reflects Liebermann's

(1994) stated preference to make money small, but commitment large. In hindsight, too much time and effort went into dividing up the money, with time spent deciding who would get what or who would give what. This effort would have been better spent on educational problem solving. Disagreements on the Policy Board were often about budget issues. Related to this distribution was the attribution of power even in the development of the Core Staff. It was clear that the three Coordinators would be district people on the Core Staff. In the consensus year, 1988-89, the university had a Coordinator on the Core Staff. This position was eliminated and during the first year of the program, 1989-90, was replaced by a Classroom Specialist position, filled by a person from the district. The Director was a university person and the second position, Curriculum & Inservice Developer (Curriculum Development Director) was a district person. The Research Coordinator was selected as a university person, but she was new to both the university and the districts. Thus, five positions on the Core Staff were held by district people, two of which were called university positions. Of the two remaining positions, one was filled by an IUN professor, and one was filled by an outsider. In the second year of the program, the Program Development Director left and was replaced by another outsider. Core Staff was charged with directing the delivery and curriculum development of UTEP, when the regular DOE professors were to actually deliver the curriculum. These were many of the same professors who felt cut off from planning.

Because of the division between the university and districts, the division between Core Staff and the "real" university professors, and the distance from the UTEP office to

the DOE on the other side of campus, Core Staff often felt they were dancing by themselves. They had no way to impact directly on teacher education curriculum. In hindsight, the money spent on specific positions might better have been spent on eclectic faculty from both the university and school. These new faculty should have been replacements for release time and summer pay for the regular methods faculty and TIs to work together in planning and developing curriculum.

Even given the scenario presented above, positive change did occur. Three members of Core Staff were integrated into the Division of Education as tenure-track faculty. One, originally a district person, applied for and accepted the regular science methods position that become available in 1993. Two positions became tenure track when the university received $150,000 from the state of Indiana to support the work of UTEP. After several years of work with the DOE and with the August 1995 move to Hawthorn Hall, these three Core Staff members have been accepted as members of the Division. This acceptance has been instrumental in making the institutionalization of UTEP a reality.

RECOMMENDATIONS FOR INSTITUTIONALIZATION

The Beginning of Institutionalization, 1993-94

Discussion on the institutionalization of UTEP began in 1993-94. A committee was created that consisted of the UTEP Program Development Director, the three university academic coordinators, two UTEP coordinators and a Policy Board member. This committee met regularly during the year. The Research Director presented her findings and a former district coordinator presented her description of PDCs. Three

brown bag lunches were held to which all Division of Education faculty were invited. The committee also arranged for a joint meeting between IUN faculty and faculty at Indiana State University (ISU) to compare programs. This meeting was productive because it provided a comparison to our use of PDCs. From ISU, we learned that they had individual written contracts with the schools districts involved in their collaborative, and a steering committee at each of their PDS had equal representation of district and university personnel. As described earlier in this report, they, however, have not shared the responsibility for the course syllabi.

The Institutionalization Committee made a series of recommendations based upon these meetings.

- Redirect our focus to be more school-centered. If we want schools to commit to a 3-5 year relationship with us, we need to address some of their concerns for growth and development.
- Create an atmosphere of mutual respect, trust, and ownership among all partners.
- Design a governance structure that is broad based and balanced between the schools and the university, centrally involving the professors and teachers who deliver the program and
- Use creative means to finance the type of program we want.

A three-page draft of more detailed recommendations was put forth at a faculty brown bag meeting. It included an attempt to define commitment on the part of both IUN and the PDCs; the selection criteria for schools, professors and teachers; the nature of

advising/governance; the structure of Instructional Teams; the development of curriculum; and the use of resources. The details of this draft will not be elaborated here, since many of the recommendations have been revised and will be presented later.

In spring 1994, by a vote of the faculty, the Division of Education decided to utilize PDCs for the Division at the elementary level. This did not preclude the use of the existing secondary PDCs or the future development of new ones. The decision to begin at the elementary level was made because placing students there is less complicated than placing students at the secondary level. Teachers generally teach in a variety of content areas; thus, an elementary student can be placed in most any room in the school. To place a student at the secondary level necessitates that the TI or cooperating teacher be in a particular discipline area. The logistics of such placement are complicated and depend upon the number of teachers in a discipline in a school.

The Second Year of Institutionalization

In 1994-95, the institutionalization committee was revised. The DOE recognized that the Division needed to clarify its own roles, responsibilities and curriculum before it invited district people to participate in the development of future PDCs.

Some important events have occurred that will allow the DOE to move forward in this endeavor. During the preceding year, a new Divisional committee was formed called the Long Range Planning and Assessment Committee (LRPAC). This committee was in addition to the three university coordinators (elementary, secondary, and graduate) that had the main responsibility for coordinating and moving forward curricular issues in the

DOE. The purpose of the PAC was to introduce and monitor planning and assessment in the Division of Education. This committee was especially important because of the movement toward performance-based assessment on the part of NCATE. For example, the new standards for NCATE state:

> The unit has high quality professional education programs that are derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission and continuously evaluated.

This movement also requires improved documentation across all levels in the Division.

In fall, 1994, the graduate program in the Division of Education was reviewed by NCATE. This review was necessitated because the 1990 NCATE review of the DOE listed deficiencies in the graduate program. Because of the effort of the Division to strengthen the graduate program and our current efforts to incorporate assessment into our planning and implementation, the review was successful. Comments from NCATE highlighted by the Dean included:

- Courses and programs reflect appropriate bodies of knowledge, current research, and best practice.
- Strong positive relationships exist between the unit and schools . . . Teachers and administrators give consistent frequent high marks to the unit faculty . . . delivery of services to area school children and community.
- The advisory services for graduate students are more than adequate.
- The Division faculty's academic and scholarly currency is reflected in their record

of publications and presentations at various professional association meetings.

Once the Division passed the review of the Graduate Program, the Division moved to refocus efforts on the institutionalization of UTEP as part of an overall movement toward the use of PDCs and the developing assessment model.

Up until this time, the DOE Coordinators met regularly with the Dean. As the year continued, it became apparent that the Long Range Planning and Assessment Committee should join with the Division Coordinators who met regularly with the Dean. An important consideration in the development of this joint group was the need to integrate UTEP into DOE in preparation for the upcoming NCATE review that had been scheduled for November 1995. However, this review of IUN DOE has been postponed until spring 1997, a relief to the Division because it provided time to better plan for the institutionalization of UTEP, including the development of PDCs and an urban curriculum. To continue the work of the committee, the Dean, the UTEP Program Development Director, and the above two groups began the groundwork for restructuring teacher education in the Division of Education.

In addition to the NCATE review and the institutionalization of UTEP, another event propelled the need to restructure. North Central, the accrediting agency for higher education in the Midwest, has requested evidence of assessment by IUN. As a result, the Administration and the Faculty Organization of IUN worked through 1992-93 and 1993-94 to develop an assessment model and a set of general education competencies for IUN. I was the chair of this committee in 1992-93 and a member in 1993-94 and 1994-95.

Through a series of all campus faculty meetings a set of general education competencies was developed. These competencies included:

1. Students will write, read, speak, and listen effectively for a variety of purposes, using multiple methods.
2. Students will think critically.
3. Students will reason quantitively.
4. Students will understand the methods of science.
5. Students will understand the value of the past and recognize the relationship of the past to the present and future.
6. Students will recognize the many diversities of human experience, including the variety of culture within American and across the World, and the many other ways in which communities are made up of diverse individuals.
7. Students will demonstrate familiarity with and appreciation of the arts, including literature, music, and the fine, applied, and performing arts.
8. Students will integrate the general education knowledge and skills described in the preceding paragraphs with discipline-based knowledge and skills.

In fall 1994, the IUN Faculty Organization approved these competencies. Expectations were that students would meet general education guidelines prior to selecting a major and then would meet guidelines regarding these competencies within their chosen majors. In spring 1995, the Vice Chancellor for Academic Affairs requested a plan defining how the DOE would incorporate these competencies into our expectancies for entrance and graduation. The Division held a series of meetings in which faculty began to discuss how to integrate the various models and components of the curriculum

that coexist within DOE. These include the DOE mission and goals as stated in the university bulletin, the philosophy and mission established in the 1990 NCATE report for the entire program, and the 1994 NCATE report for the graduate program.

The IUN DOE mission as stated in the bulletin is as follows:

> The major purposes of the Division of Education at Indiana University Northwest are to 1) promote intellectual development; (2) encourage and promote the understanding of learning and human behavior; (3) prepare teachers and master teachers; (4) provide meaningful inservice and outreach programs that respond to expressed needs of inservice teachers and the community; (5) conduct research designed to improve or advance knowledge in the field of education; (6) assist educators in career development by helping graduates find positions commensurate with their preparation; and (7) encourage educators to assume different roles and responsibilities.
>
> The mission of the Division of Education is to provide the knowledge and skills that prospective and practicing teachers need to demonstrate and practice effective teaching. Demonstration and practice of effective teaching include an understanding of human development, an understanding and application of learning theory, knowledge of subject matter, and the ability to plan and implement an effective education program in the classroom appropriate to the background and needs of students.
>
> The Division of Education also seeks to form relationships with appropriate agencies, institutions, and individuals that will be of mutual benefit in furthering the educational process in the community (p. 142).

In addition, each of the programs in the DOE has a lengthy set of more specific goals. As we move forward, these goals and objectives need to be reviewed so that our new thinking is appropriately represented.

In the 1990 NCATE Institutional Report, the DOE adopted the Teacher Reflection and Decision-making Model (Shulman, 1987). This model delineates six aspects of teacher reflection that DOE believes important to the development of beginning teachers.

These include:

I. Comprehending. Knowledge of subject matter, structures, ideas, and concepts related to the student's discipline and field of study.

II. Transforming. a) Preparation - critical interpretation and analysis of texts, structuring facts and principles, development of a curricular set of strategies; b) Representation - use of a representational set of strategies/practices (e.g., analogies, metaphors, demonstrations, explanations, clarifications, qualification); c) Selection - choice from among an instructional set of strategies (e.g., modes of teaching, organizing, managing, arranging); d) Adapting and modifying to student characteristics: consideration of conceptions, preconceptions, misconceptions, and difficulties; consideration of social class, gender, age, ability, interest, self-concept, and attention.

III. Instructing. Management, presentations, interactions, group work, discipline, questioning techniques, and other aspects of active teaching, discovery or inquiry learning, and the observable forms of classroom teaching.

IV. Evaluating. Checking for understanding; testing student understanding; monitoring and evaluating ones own performance.

V. Reflecting. Reviewing, reconstructing, reenacting, and critically analyzing one's own and the class' performance and grounding explanations in evidence.

VI. Decision-making and consolidating new comprehensions. Purposes, subject matter, experiences, students, and self consolidation of new understandings and learning from experience.

In the 1994 NCATE Institutional Report on the Graduate Program, the DOE documented a new philosophic rationale which adds to the Teacher Reflection and Decision-Making model developed for undergraduates. This rationale reflects a concern

expressed by Zeichner (1992), who suggests that PDSs be places where reflective practice can go beyond the technical and encompass ethical issues in teaching. The 1994 NCATE Report indicates that this was drawn from the work of Sockett (1993), who describes virtues which compose the core ethics of teaching, honesty, courage, care, fairness and practical wisdom. To clarify the meaning of these virtues, excerpts from the report are provided below:

> Honesty. ...Teachers must be willing to sort out fact from fiction; to question and stand for what is true; to believe that evidence counts in supporting one's convictions; to ensure that one can be trusted with children; and to care that biased and censored knowledge not be passed as truth.
>
> Courage . . . Teachers exhibit courage . . . every time they take the risk to insist, through a variety of means and methods, that students learn what they are trying to teach them. They also demonstrate courage whenever their pedagogical and ethical convictions "are put to the test" in the conduct of their duties especially in the context of policies and practices that seem contrary to sound educational goals.
>
> Care . . . Teachers care, for example, when they take note of children's lives and work to ensure that they perform to the best of their abilities, that they be listened to and not ignored, and that they be protected from harm, neglect, and abuse. To be concerned in this way requires that teachers serve as advocates for what is in the best interest of the children.
>
> Fairness . . . Fairness is a regulative principle; it defines what is ethnically right, ensures liberty, and enables members of a community to coexist under reasonable restrain and order. Fairness protects individuals from discriminatory treatment, a constitutional safeguard particularly important to teaching.
>
> Practical Wisdom. This is the principle on which the practice of the previous principles and all other technical expertise depend. ...Teachers show practical wisdom when they show that they know what to do in given circumstances and are also able to articulate why.

In fall 1994, the Division adopted this model for the graduate program. Further development of this comprehensive model requires that these competencies be implemented so that they can be assessed during general methods, content methods and student teaching.[2]

The Third Year of Institutionalization, 1995-96

In summer 1995, the Dean of the Division of Education resigned and an Acting Dean was appointed for the 1995-96 academic year. The Acting Dean redefined the annual UTEP pre-academic year retreat as a faculty retreat. The retreat consisted of a kick off dinner, with a business meeting that began Friday evening and continued through the following day. As a result of this meeting, committee responsibilities were restructured and several new ad hoc committees were formed. With faculty approval, the Coordinator positions (elementary, secondary, and graduate) were eliminated. In its place, the Long Range Planning and Assessment Committee was reformulated. Members of the new committee were to be elected by the faculty. The name was changed to Planning and Assessment Committee (PAC) and is charged with the responsibility of establishing short-

[2]Coordinators and TIs are very concerned about the development of this ethical criteria. As described earlier, they want to be sure that preservice and inservice teachers treat children with respect, caring and concern in both academic and affective aspects. They believe that incorporating these into the DOE will provide them with criteria and a legitimate means to point out and correct these behaviors when they occur. We assume that some preservice teachers are just not aware and will correct these unwitting behaviors when they are made apparent. Others may have more deeply entrenched character flaws that preclude their interaction with youth. Coordinators and TIs want assurance that these people will not be teaching urban students.

and long-term program priorities and monitoring and assessing progress toward those priorities.

In recognition of the restructuring that needs to take place, a series of ad hoc committees were created: 1) Committee on Faculty Reward System charged with the development of faculty evaluation criteria for teaching, research, and service; 2) Committee on Faculty Evaluation charged to formulate an implementation system for faculty evaluation; and 3) Curriculum Restructuring Committee charged with the development of a plan for the implementation of a professional development school model in Divisional programs, including a reconfiguration of practicum courses, development of an urban emphasis, and the alternative certification program. These ad hoc committees were to meet through fall 1995 and make final reports to the entire Division for discussion, revision and approval by January 1996.

For this report, the most important committee is the Curriculum Committee, staffed with three district UTEP Coordinators, the UTEP Director and Research Director, the Assistant Dean, the Director of Education Field Experiences and Placement, and two additional regular Division faculty. This committee broke into three overlapping committees. The charge of these committees is as follows:

- Restructure course credits and field-components of the curriculum to provide for IUN faculty field supervision of student teachers and IUN faculty contribution or participation in PDS school reform.

- Develop protocols for establishing a PDS collaborative (criteria and methods for TI selection, commitments from potential sites, etc.).
- Determine how the urban emphasis will play out in our continuing use of PDCs and movement toward other PDSs. Determine how we will also demonstrate attention to suburban or rural sites. Determine the future of Option II.

Each of these groups met and reported at general feedback sessions of the entire committee and at DOE Faculty meetings.

The Subcommittee on Curriculum Team invited district teachers to engage in planning. Each of the district Coordinators brought a TI to these meetings. This sub-committee met several times in fall 1995 to develop a general set of guidelines for the development of an integrated curriculum and Instructional Teams. In the original UTEP proposal, three Instructional Teams were called for: a) Oversee Phase I, the core professional knowledge component; b) Phase II, the methods/practice component, and c) Phase III, the practicum component. Instead of these three Instructional Teams as called for in the proposal, UTEP focused on the Phase II, methods/practice component. This became the content methods team for each methods professor.

Participants concurred that the DOE should include Instructional Teams for each of the basic levels including: a) foundations, b) methods, and c) student teaching. Each team will be equally represented by professors and teachers. They could eventually serve as the governing/advising body of the PDCs, and they would have a direct impact on the

development of a curriculum that links theory and practice. They also might develop materials for Coordinators/supervisors and TIs/cooperating teachers. This model is presented in greater detail in Appendix C.

The DOE has been discussing various means to bring cohesion to our teacher education curriculum. During our preparation for the NCATE review of the graduate program, the DOE became increasingly aware that we need to develop a cohesive description of our curriculum. NCATE, North Central, and other accrediting agencies all have a greater awareness and focus on current methods of assessment. The questions: a) what do we profess to teach? b) what do we actually teach? and c) what do students learn? are still to be answered. In addition, we must determine how our understanding, reflection, and evaluation of these questions are used to create better practice in the DOE. In the past five years, the DOE has been moving toward a more comprehensive model that once implemented may include a means to identify the competencies desired by both professors and teachers. It is now imperative that we move forward in determining what this looks like in the undergraduate program, and continue the clarification and documentation of this at the graduate level.

Given the head start that UTEP has provided, the DOE has begun the intense restructuring necessary to meet the requirements of NCATE and the state. In spring 1996, faculty met and discussed the model presented by the Curriculum Committee. Faculty decided that it would be best to create two ad hoc groups to begin the restructuring of the IUN DOE curriculum. Faculty decided that teachers would be

included once again after the DOE had an opportunity to "get our own act together." These groups included Foundations and Methods (which would cover both methods and student teaching). The chairs of these committees would report to the Planning and Assessment Committee. The guidelines for the structure of these groups is presented in Appendix D.

Through conflict, resolution may come. During the past five years, the faculty in the DOE have lived out Argyrus's Model I. This came to a head in the past year, when administration announced that the Dean position would be filled internally and an Acting Dean was appointed. The dyads and triads that had operated over the past five years became factionalized. Many assumptions and beliefs that had been buried came to the fore. The end result was that the Search Committee for a new Dean was disbanded and the Acting Deans for the coming year, 1996-97, will be the current IUN Associate Vice Chancellor and former IUN Vice Chancellor. The IUN DOE will search for an outside Dean during 1996-97. IUN administration also requested the DOE be the first unit at IUN to undergo a newly designed self-study. Thus, in order to restructure the DOE, to prepare for a new Dean from outside the university, and to prepare for NCATE, the DOE will complete an internal self-study with external review in October 1996. The self-study will focus on the creation of an integrated mission, vision and philosophy; a determination of programmatic goals; examination of governance with responsibility; a review of community outreach with a needs assessment, continuation of program assessment development; a study of enrollment and retention; a determination of

marketing needs; the development of team building and enhanced image; and preparation for accreditation. The preparation for accreditation will follow the governance structure outlined in the preceding paragraph. The DOE faculty have begun to meet weekly to develop teamwork and to meet the requirements of the self-study and these meeting will continue throughout the summer into fall 1996. These weekly meetings in addition to the foundations and methods, and other sub-committee meetings that result from the larger group have pushed the DOE towards Argyrus's Model II. Faculty in the Division are beginning to talk more about beliefs and expectations and are beginning to work together to develop an integrated model for faculty communication and student learning. As of June 1996, the DOE have revised our mission, have determined that we will include the reflective practitioner model incorporating both the ethical and technical aspects of teaching in the undergraduate and graduate program. Further work will require realigning our current curriculum to a performance-based model using the INTASC standards as a map (Darling-Hammond, Wise, & Klein, 1995). A current draft of the new mission statement and a graphic of the reflective practitioner model is presented in Appendix E. It is clear that in the next year-and-a-half as we prepare our overall NCATE review, we must develop a plan and begin to document how our Division assures that students leave with a cohesive set of knowledge, performances, and dispositions.

Institutionalization of Option II

The Option II experiment will be completed in March 1997. It appears that Option II has a strong chance of becoming a permanent program. The Indiana Standards

Board and the Indiana Association of Colleges of Teacher Education held a series of task forces in 1995 including a Task Force on Alternative Certification (a Task Force on Performance Based Assessment which will be described later). The Task Force on Alternative Certification developed a set of guidelines. These guidelines fit well the Option II Alternative Certification Program.

In order to make Option II more attractive, UTEP made it possible for students to complete a masters degree after they received certification. Up until spring 1996, students in Option II could enroll and complete the DOE's regular secondary master's program. Currently, several Option II certified teachers are near completion of their secondary masters program.

The Gary Community School Corporation has been concerned about the number of Limited License Persons in special education. As of spring 1996, 66 limited license special education teachers have worked in Gary for one to ten years. In order to alleviate this problem and to provide an alternative for current Option II limited license and certified teachers, the DOE has prepared a variation of our secondary masters program that will provide the needed endorsements in special education. A copy of the proposed masters is provided in Appendix F. We have already heard from at least eight Option II students that if this linking of urban and special education is implemented, they would pursue this degree. The proposal linking urban alternative certification to special education is only one possibility. With this framework, certification students or regular masters students could obtain other endorsements including computer, reading, or

bilingual. These possibilities open many options for preparing teachers for urban schools in Northwest Indiana.

Institutionalization of the Collaborative

The collaborative has chosen to move to a Professional Development School model in which the whole school participates in the collaborative. All teachers in the building will be involved. Teachers who are prepared will take field experience students and student teachers. Other teachers will engage in other PDS activities, including planning, inquiry, and professional development.

In April 1996, Policy Board met and approved a permanent budget for PDSs in urban schools. This budget was revised slightly in June to accommodate corrected fringe calculations. Income is derived from $187,000 set aside from university funds; $50,248 in-kind from two districts for portions of their respective Coordinator's salaries, $1,270 taken from the Division of Education budget for Supplies and Equipment; and the $2,470 that was in the UTEP gift fund for a total income of $240,988. A copy of this budget is provided in Appendix G.

The budget covers two tenure track faculty positions in urban education at IUN funded at $90,665 with $35,115 for fringes. PDSs will receive $51,000 in the form of block grants, tuition waivers, PDS TI stipends, urban field stipends, mentor fees, and substitute teacher stipends. In comparison to the PDCs where teachers received stipends, the schools will receive block grants ($12,000 per PDS). Staff in each building will decide how this money is to be used. Teachers with field experience students will receive a very

small stipend ($25) plus the regular university stipend for supervising a student teacher ($120). Another $13,960 has been set aside for general costs including main supplies and equipment, professional development, and student support.

Meetings were held in each of the districts and formalized agreements were drawn up. These agreements are provided in Appendix H. Districts have agreed to provide part time coordinators at the PDS sites. East Chicago and Hammond have agreed to maintain their current sites, Central High School and Eggers Middle School respectively. Gary has chosen a new site, Drew Elementary.

In May and June, 1996, the UTEP Policy Board met and voted on a series of Core Staff recommendations to institutionalize the commitments among the partners. These recommendations are presented in Appendix I.

Instead of a Policy Board, the collaborative will have a finance committee. This body will include the superintendent, the representative of the teachers union, and the fiscal officer in each district; the PDC principals, the IUN Chancellor and Financial Officer, DOE Dean, and a DOE faculty representative. This committee will meet twice a year and discuss and approve the budget including block grants, tuition waivers, partner contributions as well as in-kind contributions. Other responsibilities will include finalizing contractual agreements and approving external funding applications related to the collaborative.

A PDS Advisory Committee will be established at each PDS that taps into the existing advisory structure of the PDS. Although these committees may be larger within

each PDS, a balanced group will represent each PDS at the Joint PDS Advisory Committee meeting held twice a year one month prior to the Fiscal Committee. The balanced group will include 2 IUN faculty members, 2 PDS faculty/staff members, 1 IUN student, and 1 parent representative. Each PDS Advisory Committee will be established to advise on the relationship between the university and school, on issues related to being a PDS centering around school improvement, professional development, field experience and student teaching, professor/student/teacher teams, research in urban schools, and the development and refinement of urban content. The Joint PDS Advisory Committee will advise the urban collaborative on issues and practices related to the development and continuation of the PDS model and will make recommendations to the Finance Committee.

The Core Staff also made recommendations for the roles and responsibilities of the Resident Education Professor, the PDS Coordinators, and the Teacher Instructors. The roles of the Coordinators and Teacher Instructors have been discussed earlier and the specific duties are described in Appendix I. The role of Resident Education Professor, however, is new. The person in this new position will be responsible for linking school renewal and the renewal of teacher education at the PDS. He or she will assist with professional development initiatives at the PDS, provide technical assistance with the School Improvement Plan, work directly with new TIs at each PDS, and provide assistance and support to student instructors.

Each of these committees and roles follows from the lessons learned from UTEP and other collaboratives. We believe we have moved from our reliance on money to reliance on commitment.

DISSEMINATION AND INTERACTION WITH OTHER COLLABORATIVES

Throughout the life of UTEP, the semiannual six-month reports have included information on the many presentations and papers on UTEP. In addition, UTEP members have participated in national and state committees and task forces. In these ways, UTEP has been directly involved in the development of collaborative work locally and nationwide.

The UTEP Director, Dr. Reed, has served on several national committees and commissions where she has shared the lessons we in UTEP learned about collaboration, the development of PDCs, and urban education. She represented urban education and the needs of at-risk children on the Interprofessional Committee of the American Bar Association. This committee consisted of judges, lawyers, educators, and social workers concerned with "the Best Interest of Children."

Dr. Reed and Mrs. Maddox, the Hammond Coordinator, represented UTEP on the Professional Development Schools Network, a national effort focused on the restructuring of schools, education and teaching through Professional Development Schools under the leadership of Linda Darling-Hammond and Ann Lieberman. UTEP's contribution to this national dialogue is documented in minutes, reports, and an article in the Network's Newsletter which has national dissemination.

The Association of Teacher Educators established a Commission to address Leadership in Interprofessional Education. Dr. Reed was appointed to serve with other leaders from the fields of education, health, law, and social work to discuss the preparation of professionals to work together as teams to serve children and their families. Her participation on this Commission led to recent participation in the historic National Congress on Education, Washington D.C., where collaboration was a major theme. She interacted with the State Director of Teacher Education for Indiana (who was co-facilitator) in small group discussions. In these cases, UTEP's collaborative experiences with parents and communities have been shared in regional, state, and national forums.

UTEP has also participated in regional and national meetings sponsored by NCREST and its members. As a member of NCREST, Indiana State University has produced a yearly regional conference. The PDC Coordinators put together an exhibition during the 2nd Annual PDS Conference and were available during the course of the meeting to share specifics about UTEP. The Research Director presented on the evaluation of UTEP during the 3rd Annual Conference.

The past Dean had asked the Research Director to participate on an Indiana Association of Colleges for Teacher Education Task Force on Performance-based Teacher Licensure. The chair of that committee requested that each of the university participants bring a teacher. When the coordinators were asked whom to recommend from among themselves and the TIs, they decided that they wanted to participate as a team with all three Coordinators attending the initial meeting of the task force and then alternating for

the remainder of the meetings. The UTEP Coordinators were so well received by the members of the task force that the chair suggested that they all return should they so desire. It is important to note that among the nine Indiana universities represented on this task force, only three university faculty identified teachers to serve with them. UTEP Coordinators attended regularly and contributed substantial insight to the dialogue and finished product. This committee developed a draft set of guidelines on performance-based teacher licensing for Indiana that has been presented to various audiences around the state and is near completion. The final set of guidelines were completed in December 1995.

The DOE must begin to link the changes that are occurring at the state level in the move from testing to performance-based standards for teacher certification. The DOE will be among the first units in Indiana to be judged under the new guidelines for performance-based licensing set by the state of Indiana. IUN has the opportunity to be a model for assessment and collaboration in Indiana.

CONCLUSION

During the consensus year and the five years of the program, UTEP had both positive and less than positive outcomes. As indicated throughout the text, many authors have indicated that the development of university/school collaboratives and professional development schools are fraught with problems and take time, both in planning and in implementation.

Most university professors and teachers who have worked in UTEP believe that PDSs have the potential to be better places to prepare new teachers. Although professors and TIs recognize that new problems became evident through the use of PDCs, and that these problems continue to cry for solution, the effort, overall, has been worthwhile. UTEP has provided new teachers with expertise in urban education, and even though we stumbled and fell at times, we have moved forward in developing a collaborative environment. We are learning better ways to communicate and to understand others in spite of educational, cultural, ethnic, gender, and class differences.

Through our efforts to institutionalize UTEP, both at the university level and in the districts, we have embarked on an effort to map out and live the university/school collaborative which the future demands. The UTEP experience has provided IUN and the urban districts a jumpstart on NCATE and Indiana's expectations for the future of teacher education. As evidenced by our participation in the Indiana Association for Colleges of Teacher Education Task Force on Performance-based Assessment and other committees and conferences, we have participated in the development of these new standards.

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Appendix A

Undergraduate Student Teaching Survey Responses
Fall 1994 & Spring 1995

1995 UNDERGRADUATE EXIT INTERVIEW RECAP
DIVISION OF EDUCATION

Survey Tabulations: Spring Semester

Question #1. Choice in deciding placement.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
81%	13%	3%	0%	3%

Question #2. Choice based on proximity.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
32%	19%	16%	10%	23%

Question #3. Supervising teacher wanted a student teacher.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
61%	23%	10%	0%	3%

Question #4. The Division of Education was supportive.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
61%	29%	10%	0%	0%

Question #5. I could seek assistance from the Director of ST.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
81%	16%	3%	0%	0%

Question #6. I had sufficient field work to enable success in ST.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
61%	39%	0%	0%	0%

Question #7. The university supervisor was keeping track of my progress.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
45%	39%	10%	3%	3%

Question #8. My supervising teacher worked closely with me.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
58%	35%	6%	0%	0%

Question #9. I was left to "sink or swim".

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
16%	6%	6%	29%	42%

Question #10. My supervising teacher communicated with me.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
71%	23%	3%	0%	3%

Question #11. I attended faculty meetings.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
65%	32%	0%	3%	0%

Question #12. I attended an in-service at my school.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
68%	19%	6%	0%	6%

Question #13. The student teaching objectives were helpful in knowing what was expected.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
61%	35%	3%	0%	0%

Question #14. The Supervising Teacher discussed the evaluation reports with me.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
87%	13%	0%	0%	0%

Question #15. My supervising teacher liked the evaluation reports related to the objectives.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
52%	35%	13%	0%	0%

Question #16. My supervising teacher felt the reports were a burden.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
3%	10%	19%	32%	35%

Question #17. I learned some things about myself from the reports which pleased me.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
55%	42%	3%	0%	0%

Question #18. My university supervisor visited regularly.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
35%	35%	16%	3%	6%

Question #19. The university supervisor discussed my evaluations with me.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
45%	35%	13%	0%	6%

Question #20. My university supervisor provided adequate guidance.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
29%	52%	10%	6%	3%

Question #21. Student teaching was an UNhappy period in my life.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
3%	0%	10%	19%	68%

Question #22. Student teaching was a period of beneficial professional growth.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
77%	23%	0%	0%	0%

Question #23. I am confident I can teach as well as the average beginning teacher.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
94%	6%	0%	0%	0%

Question #24. I performed satisfactorily in my student teaching.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
94%	6%	0%	0%	0%

Question #25. There were an adequate number of meetings on campus during student teaching.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
77%	19%	0%	0%	0%

Question #26. Being able to talk with other student teachers was helpful.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
81%	16%	3%	0%	0%

Question #27. The student teaching orientation meeting was helpful.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
74%	19%	0%	0%	3%

Question #28. I liked the student teaching lunch/seminar off campus.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
81%	3%	10%	3%	3%

Question # 29. The discussion of the Placement File was helpful.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
81%	16%	3%	0%	0%

Question #30. The explanation of Certification was helpful.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
74%	19%	0%	0%	0%

Question #31. A Mock Interview Session or Job Fair would be helpful for my job search.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
90%	3%	3%	0%	3%

Question #32. What is learned in the Methods Courses can be applied to Student Teaching.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
29%	45%	13%	10%	3%

Question #33. On-Site coursework is preferable to university site coursework.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
71%	23%	6%	0%	0%

Question #34. I was evaluated fairly during student teaching.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
65%	32%	0%	0%	0%

Question #35. The academic advising in the DOE is adequate and provides pertinent information in a timely manner.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
35%	32%	13%	6%	10%

Question #36. A=Elementary Major; B=Secondary Major.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
58%	42%	0%	0%	0%

Student Teacher Evaluation of the Classroom Teacher
36 responses:
Unacceptable = 3% (1)
Acceptable = 8% (3)
Excellent = 89% (32)

University Supervisor's Evaluation of the Classroom Teacher
13 responses:
Unacceptable = 0% (0)
Acceptable = 0% (0)
Excellent = 100% (13)

Student Teacher Evaluation of the University Supervisor
33 responses:

Supervisor	Unacceptable	Acceptable	Excellent
S. Rodriguez		2	1
S. Mattix		1	12
P. Schuyler			7
K. Schoon		2	3
D. Allison			4
C. Wiles	1		

Survey Tabulations: Fall Semester

Question #1. Choice in deciding placement.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
83%	17%	0%	0%	0%

Question #2. Choice based on proximity.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
39%	11%	11%	22%	17%

Question #3. Supervising teacher wanted a student teacher.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
72%	22%	6%	0%	0%

Question #4. The Division of Education was supportive.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
83%	6%	6%	6%	0%

Question #5. I could seek assistance from the Director of ST.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
83%	6%	6%	6%	0%

Question #6. I had sufficient field work to enable success in ST.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
67%	17%	6%	11%	0%

Question #7. The university supervisor was keeping track of my progress.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
56%	39%	6%	0%	0%

Question #8. My supervising teacher worked closely with me.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
72%	11%	6%	6%	0%

Question #9. I was left to "sink or swim".

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
6%	11%	0%	28%	56%

Question #10. My supervising teacher communicated with me.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
94%	6%	6%	0%	0%

Question #11. I attended faculty meetings.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
100%	0%	0%	0%	0%

Question #12. I attended an in-service at my school.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
100%	0%	0%	0%	0%

Question #13. The student teaching objectives were helpful in knowing what was expected.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
56%	33%	6%	6%	0%

Question #14. The Supervising Teacher discussed the evaluation reports with me.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
94%	0%	6%	0%	0%

Question #15. My supervising teacher liked the evaluation reports related to the objectives.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
56%	11%	28%	6%	0%

Question #16. My supervising teacher felt the reports were a burden.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
22%	11%	6%	28%	33%

Question #17. I learned some things about myself from the reports which pleased me.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
89%	11%	0%	0%	0%

Question #18. My university supervisor visited regularly.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
61%	28%	6%	6%	0%

Question #19. The university supervisor discussed my evaluations with me.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
72%	17%	0%	11%	0%

Question #20. My university supervisor provided adequate guidance.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
44%	44%	6%	6%	0%

Question #21. Student teaching was an UNhappy period in my life.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
6%	6%	6%	17%	67%

Question #22. Student teaching was a period of beneficial professional growth.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
94%	6%	0%	0%	0%

Question #23. I am confident I can teach as well as the average beginning teacher.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
89%	6%	0%	0%	0%

Question #24. I performed satisfactorily in my student teaching.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
83%	17%	0%	0%	0%

Question #25. There were an adequate number of meetings on campus during student teaching.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
89%	6%	6%	0%	0%

Question #26. Being able to talk with other student teachers was helpful.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
78%	11%	6%	6%	0%

Question #27. The student teaching orientation meeting was helpful.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
89%	11%	0%	0%	0%

Question #28. I liked the student teaching lunch/seminar off campus.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
89%	11%	0%	0%	0%

Question # 29. The discussion of the Placement File was helpful.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
72%	17%	11%	0%	0%

Question #30. The explanation of Certification was helpful.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
72%	17%	11%	0%	0%

Question #31. A Mock Interview Session would be helpful for my job search.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
83%	6%	0%	6%	6%

Question #32. What is learned in the Methods Courses can be applied to Student Teaching.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
44%	33%	11%	6%	6%

Question #33. On-Site coursework is preferable to university site coursework.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
83%	6%	6%	6%	0%

Question #34. I was evaluated fairly during student teaching.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
89%	6%	6%	0%	0%

Question #35. The academic advising in the DOE is adequate and provides pertinent information in a timely manner.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
56%	28%	11%	6%	0%

Question #36. A=Elementary Major; B=Secondary Major.

Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
94%	0%	6%	0%	0%

Student Teacher Evaluation of the Supervising Teacher
55 responses:
Unacceptable = 0% (0)
Acceptable = 18% (10)
Excellent = 82% (45)

University Supervisor's Evaluation of the Supervising Teacher
23 responses:
Unacceptable = 0% (0)
Acceptable = 35% (8)
Excellent = 65% (15)

Appendix B

IUN, Education, and UTEP Enrollment by Graduate/Undergraduate, Sex, and Ethnicity

Appendix B

IUN, Education and UTEP Enrollment by
Graduate/Undergraduate, Sex and Ethnicity

	African-American		Hispanic		Other		White		TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
1990									
Undergraduate									
IUN Total	204	707	109	210	38	56	1,202	1,927	4,453
Education	2	29	1	20	0	2	34	132	220
UTEP	1	7	1	6	0	0	0	5	20
Graduate									
IUN Total	24	72	10	29	6	7	257	220	625
Education	9	37	2	14	1	0	24	67	154
UTEP	1	5	0	0	0	0	0	1	7
1991									
Undergraduate									
IUN Total	210	811	120	239	43	68	1,230	2,190	4,911
Education	3	27	5	23	0	4	39	137	238
UTEP	0	7	0	5	0	0	1	14	27
Graduate									
IUN Total	30	67	16	14	3	6	279	239	654
Education	14	20	4	8	0	2	30	75	153
UTEP	5	3	0	0	0	0	0	2	10
1992									
Undergraduate									
IUN Total	248	878	145	263	56	70	1,271	2,328	5,259
Education	2	26	6	32	0	4	45	155	270
UTEP	0	7	0	7	0	0	3	6	23
Graduate									
IUN Total	30	86	21	22	6	7	284	248	704
Education	13	46	5	17	2	3	34	86	206
UTEP	4	2	0	0	0	0	0	1	7

Appendix B

IUN, Education and UTEP Enrollment by
Graduate/Undergraduate, Sex and Ethnicity
(Continued)

	African-American		Hispanic		Other		White		TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
1993									
Undergraduate									
IUN Total	254	892	151	278	50	67	1,295	2,325	5,312
Education	7	31	7	36	0	5	55	144	285
UTEP	0	4	0	3	0	0	0	2	9
Graduate									
IUN Total	25	88	15	14	4	6	245	201	598
Education	12	55	2	12	0	3	28	76	188
UTEP	5	5	0	0	0	0	0	2	14
1994									
Undergraduate									
IUN Total	216	868	136	259	61	79	1,177	2,234	5,030
Education	10	41	9	37	0	2	61	171	331
UTEP	0	0	1	1	0	0	0	6	8
Graduate									
IUN Total	30	97	13	14	11	14	235	196	610
Education	10	43	3	7	3	4	24	61	155
UTEP	4	12	0	0	0	0	2	2	20
1995									
Undergraduate									
IUN Total	236	899	117	282	68	95	1,083	2,026	4,806
Education	14	55	4	38	0	5	57	175	348
UTEP	1	5	0	1	0	0	1	5	13
Graduate									
IUN Total	19	78	12	7	9	7	197	167	496
Education	4	30	1	5	2	1	12	48	103
UTEP	4	12	1	1	0	0	0	1	19

Appendix C

IUN Division of Education
Curriculum Subcommittee
Teaming and Professional Development

MEMO

Curriculum Subcommittee:
Teaming & Professional Development

DATE: 9/10/95

TO: Debi Maddox 933-2449
Pat Hayne 933-2449
Stella Markovich 980-6330
Margaret Finley 980-6330
Kathy Kutie 391-4000
Barbara Bowie 391-4031
Pam Sandoval 980-6588
MaryAnn Chapko 980-6513

FROM: Paul J. Blohm 980-6526
Subcommittee Chair

RE: Subcommittee Meeting on September 19th
CC: Jerry Galloway, Committee Chair

Thank you for your interest and participation in this subcommittee of the Curriculum Committee. Our first meeting will be at IUN in Hawthorn 338 on Tuesday morning, September 19 from 8:00 to 10:30 AM. (Parking tokens will be sent to those of you who will need them to park in the guest parking lot that enters from 33rd Street.) Meetings, thereafter, will be conducted at the schools on a rotating basis.

Our subcommittee charge is two-fold: (1) design a flexible plan for building "curriculum delivery teams" comprised of classroom teachers and university faculty to insure that curriculum and (2) construct a model of professional development for curriculum and supervisory preparation for both classroom teachers and university faculty.

Pam Sandoval has offered to prepare a *tentative* model for dealing with our charge that we can examine and use as a starting point for our work. She will send this to us ahead of our meeting so that we can study it, react to it and formulate our own ideas as to what we should do and how we should proceed.

Let's use our time to discuss ways to make school/university partnerships work best for classroom children, university students, teachers, faculty, parents and administrators. I look forward to seeing each of you on the 19th.

Division of Education Curriculum Subcommittee Report: Teaming & Professional Development

September 24, 1995

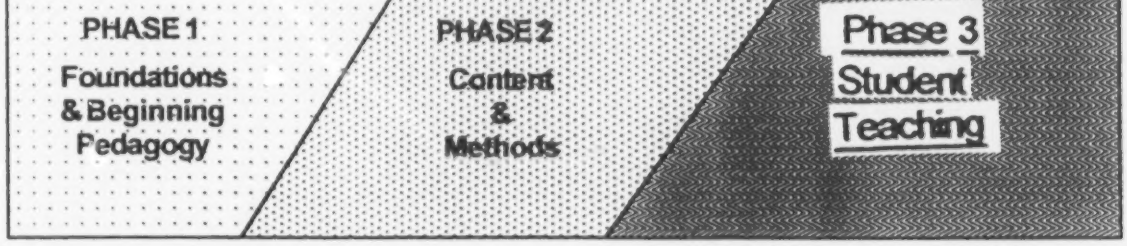
Dr. Paul J. Blohm
Chairperson

The subcommittee met for the first time on September 19th at IUN. In addition to the original committee, three teachers (UTEPTI's) from three urban districts joined the subcommittee and will attend all future subcommittee meetings. These teachers include:

Barbara Bowie	E.C. Central HS (East Chicago): History
Margaret Finely	Franklin ES (Gary): 5th Grade
Pat Hayne	Eggers MS (Hammond): 7th Grade Language

Among the actions taken, the subcommittee adopted *in principle* a framework that establishes three types of Curriculum Delivery Teams: Foundations and Beginning Pedagogy Team, Content & Methods, and Student Teaching. These teams will be responsible in three phases for overseeing the goals, preparation experiences, criterial tasks and responsibilities, and assessment of student instructor's preparation for teaching. As illustrated below, each phase has a primary focus within the program, but each also folds into the subsequent phases. *(See the attached preliminary Framework for more details.)*

PHASES OF PREPARATION



Subsequent meetings will be focus on planning the responsibilities of each of the delivery teams. Issues to be considered for each include: group configuration, phase topics, preparation tasks, experiences, responsibilities, assessment tools, conferencing and reporting procedures. In addition, a variety of issues and concerns were presented for further consideration related to the development of these delivery teams:

- coordinating planning among and between faculty and PDS teachers
- focusing on key schooling knowledge, e.g., ISTE and learning styles in Phase 1
- focusing on key planning and methods, e.g., cooperative learning and lesson/unit planning in Phase 2
- providing middle school teaching experiences for elementary teachers
- making university faculty more available to the PDS
- determining how each PDS coordinates the program delivery
- how often per week each PDS can accommodate student instructors
- the authority of the PDS teacher' to determine when student instructors can and cannot teach
- coordination between faculty and PDS instructor as to what is expected of the student instructor
- including student instructor representation in and around the function and operation of the three the delivery teams

Along with developing the delivery teams, the subcommittee will concern itself with the program development necessary to implement recommendations related to the operation of the delivery teams. Planning/construction seminars and professional development workshops are just two ways in which we can address the *what, when, who, where* and *how* of implementation.

The next meeting of the Teaming and Professional Development Subcommittee will be October 10, from 8:00 a.m. – 10:30 a.m. at Franklin Elementary School in Gary. We will be considering the Foundations & Beginning Pedagogy Team.

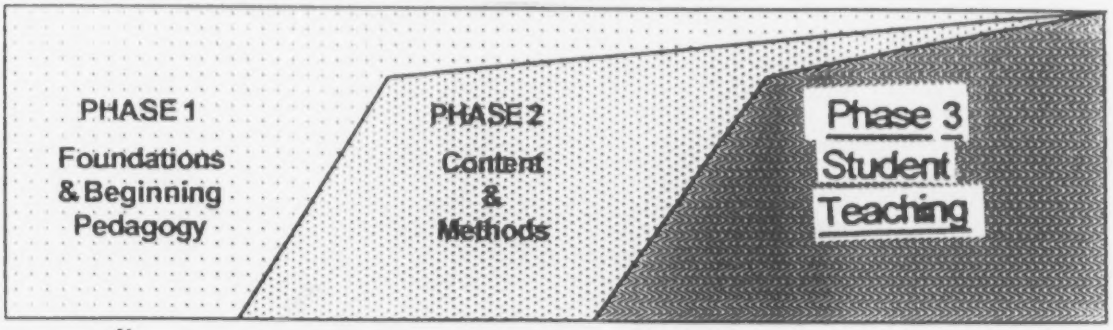
Curriculum Subcommittee Report: Teaming & Professional Development

October 20, 1995

Pat Hayne
Debie Maddox
Margaret Finley
Stella Markovich
Barbara Bowie
Pam Sandoval
MaryAnn Chapko
Paul Blohm, Chair
Kathy Kutie

The subcommittee met on October 10 at Franklin Elementary School to begin planning the primary focus of curriculum during Phase 1: Foundations and Beginning Pedagogy. These components are listed below the Phase 1 section of the diagram.

PHASES OF PREPARATION



Phase 1 Curricula Components

- motivating student learning
- identifying student learning styles/differences
- identifying student multiple intelligences
- establishing a learning climate
- conducting cooperative learning
- exploring a variety of teaching & delivery styles
- identifying cultural diversity
- operating/administrating schools/district
- using technology to record & report progress
- scheduling class & school events
- using media–trouble-shooting problems
- employing a variety of assessment practices
- planning instruction for whole classes
- planning for small group activities
- identifying & planning instruction in terms goals & outcomes
- conducting classroom routines (e.g., taking attendance, meal tickets, lining up students)
- communicating as professionals within & across the grade levels & disciplines
- helping students overcome learning blocks
- noting district & state learning requirements
- determining how students & schools are impacted by state ISTEP testing
- working on staff planning teams (e.g., staff development, text evaluation)
- examining ethical/legal issues in teaching
- establishing & maintaining community relations
- establishing appropriate teacher-student relationships (i.e., distance boundaries)
- knowing about how schools plan & implement school restructuring (PBA)
- organizing the room for learning
- exploring classroom teaching resources
- *reflecting on teaching practices*

This list is not intended to be exhaustive: rather, the list represents the curriculum experiences we believe should constitute the primary focus of Phase 1. These experiences should be viewed as broad areas of preparation for teaching that would be introduced during Phase 1 and expanded on more specifically and elaborately in the subsequent phases. Included with these beginning experiences is assurance that student instructors have the appropriate general education knowledge and skills to function sufficiently in the program.

The next meeting of the Teaming and Professional Development Subcommittee will be November 7, from 8:00 a.m. – 10:30 a.m. at Eggers Middle School in Hammond. We will be considering the Phase 2: Content & Methods Delivery curriculum.

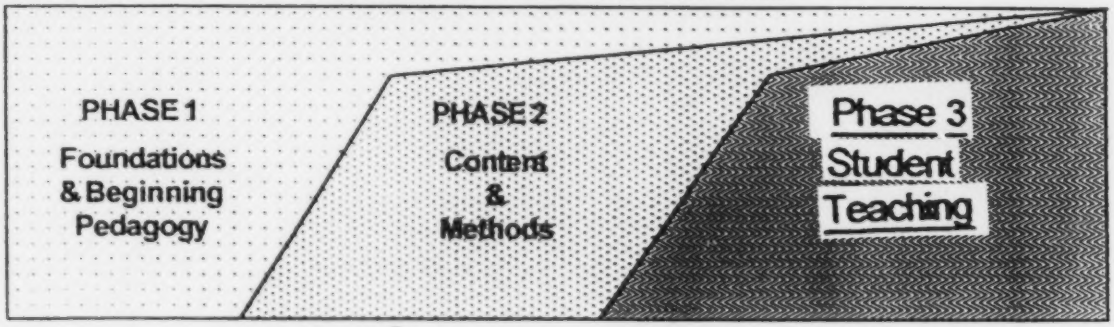
Curriculum Subcommittee Report: Teaming & Professional Development

December 1, 1995

Pat Hayne
Debie Maddox
Margaret Finley
Stella Markovich
Barbara Bowie
Kathy Kutie
MaryAnn Chapko
Pam Sandoval
Paul Blohm, Chair

The subcommittee met for a third time on November 7 at Eggers Middle School to plan the primary focus of curriculum during Phase 2: Content & Methods. The component experiences we identified are listed below the Phase 2 section of the diagram.

PHASES OF TEACHER PREPARATION



Phase 2 Curricula Components

- carrying over Phase 1 experiences
- identifying specific skills/strategies students need to complete instructional activities
- learning to plan for instruction, e.g., objectives, procedures, schedules
- distinguishing between planning lessons and recording them in the teacher's planning book
- planning & presenting specific units of instruction (e.g., topic, thematic, interdisciplinary, project)
- developing delivery systems, e.g., lecture, demonstration, discovery, Socratic)
- designing & using a variety of levels of questioning for teaching and discussions
- experimenting with a variety of classroom management techniques, such as presentation styles, pacing, classroom rituals (e.g., attendance, announcements, moving about the room), engaging student learning from beginning to end of day, ensuring equitable discussion participation, monitoring the status of lessons, anticipation for instruction, directing student movement in class, observing student progress (academic, social, personal, psychomotor)
- working with other professionals on school-related matters (i.e., consensus building)
- adjusting instruction & classroom management to the rules & customs of the school & community
- planning & conducting integrated thematic units of instruction
- practicing "stand-up" teaching skills, e.g., using chalk, avoiding distracting mannerisms
- conferencing with students and parents about learning and behavioral progress
- practicing techniques of conflict resolution
- focusing instruction on students as well as content
- experimenting with techniques for arousing student involvement in learning
- developing constructive self-criticism, i.e., "failing forward"
- developing "teacher" critical thinking based on current research
- developing and fostering teaching ideals, e.g., setting high expectations and actions for students and self
- employing "in-flight" instructional correction strategies, i.e., adjusting instruction/delivery to audience
- experimenting with team-teaching techniques, e.g., inclusion, adaptive and accelerated students; interdisciplinary, multi-class grouping
- employing "fix-up" strategies to guide struggling students
- modeling thinking strategies for learning, e.g., predicting, thinking back, self-questioning
- assuming interdisciplinary staff planning responsibilities
- try out and reflect on task-specific, subject-specific and skill-specific instructional strategies
- establishing mutual appreciation of, respect for and consistency with students
- building a professional relationship with each child
- establishing professional distance with children
- capitalizing on the diversity of students to promote learning
- monitoring own preconceived values in light of students' diversity
- attending (and helping with) extracurricular activities
- developing plans for using media & technology to teach
- developing & using guides to promote viewing videos and taking field trips
- modeling use of appropriate language diction in class
- modeling appropriate attire for school dress code

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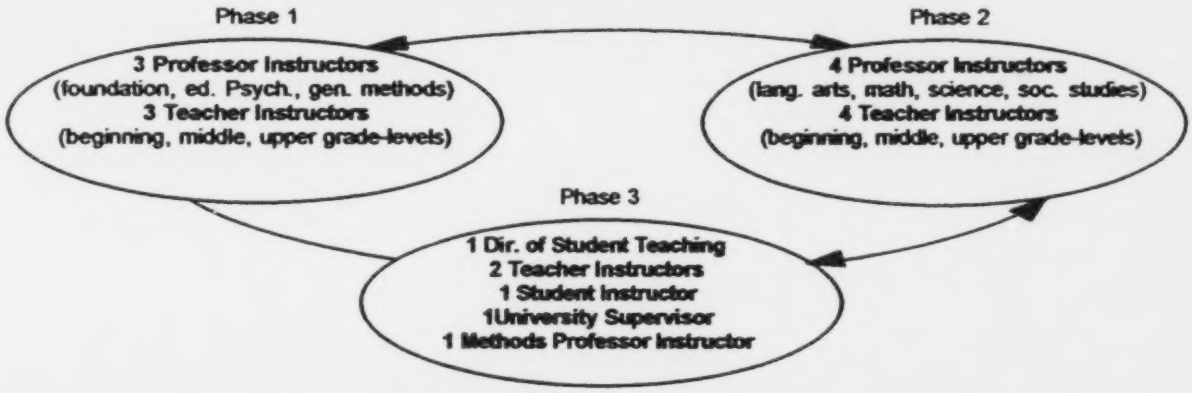
Again, this list is not intended to be exhaustive: rather, the list represents the curriculum experiences that we suggest should constitute the primary focus of Phase 2. These experiences should be viewed as more specific areas of preparation for teaching that would have been introduced during Phase 1 and are now being focused on more directly.

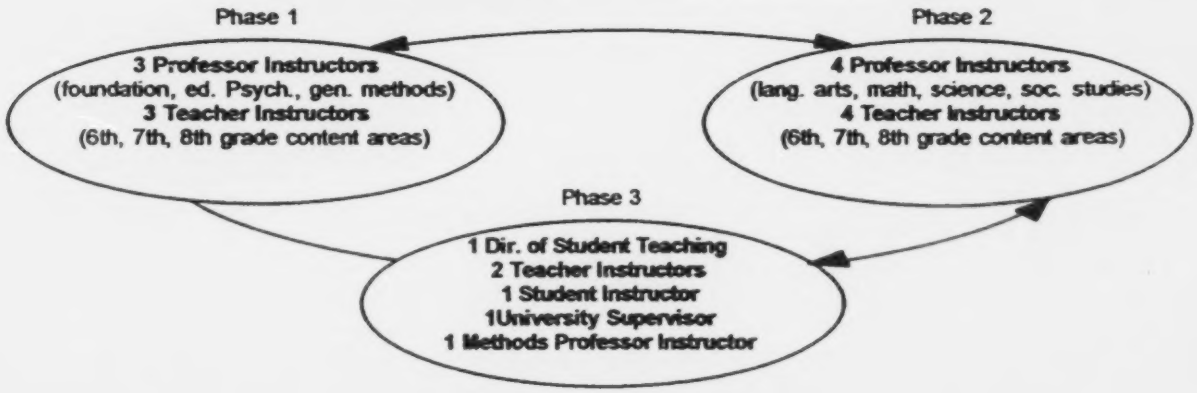
In addition, the subcommittee sought to construct "Instructional Planning & Delivery Teams" whose responsibilities would be to (1) set guidelines which focus on issues of teaching and teacher training, (2) coordinate planning and delivery of classroom teacher-training curriculum activities, and (3) design and actualize criteria for assessment of teacher-training and program development. At this meeting we were able to address the constituency of the teams for each phase of preparation. Each of the teams are presented below diagrammatically to illustrate the coordination of membership

Elementary Instructional Planning & Delivery Team



To optimize coordination of effort and communication across the three instructional planning and delivery teams, each phase team will be comprised of at least one professor instructor and teacher instructor who hold membership in two successive phase teams. That is, one Phase 1 professor instructor and teacher instructor will also occupy membership in the Phase 2 Instructional Team; and one Phase 2 professor instructor and teacher instructor will also participate as members of the Phase 3 Instructional Team.

Middle School Instructional Planning & Delivery Team



Again, one Phase 1 professor instructor and teacher instructor will also occupy membership in the Phase 2 Instructional Team; and one Phase 2 professor instructor and teacher instructor will be members of the Phase 3 Instructional Team.

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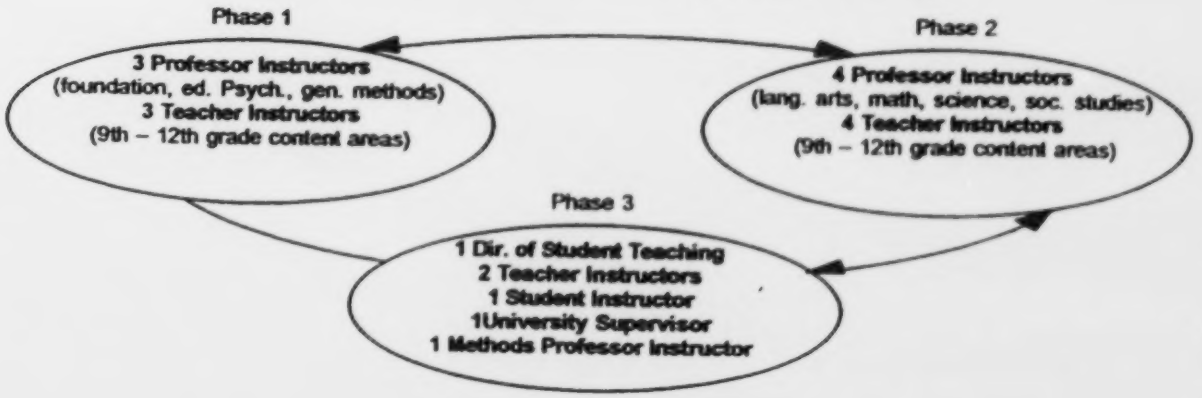
High School Instructional Planning & Delivery Team



As in the elementary and middle school cases, one Phase 1 professor instructor and teacher instructor will also occupy membership in the Phase 2 Instructional Team; and one Phase 2 professor instructor and teacher instructor will participate as members of the Phase 3 Instructional Team.

The next meeting of the Teaming and Professional Development Subcommittee will be on Tuesday, December 12, from 8:00 a.m. – 10:30 a.m. at Central High School in East Chicago. We will be considering the Phase 3: Student Teaching component and Instructional team responsibilities.

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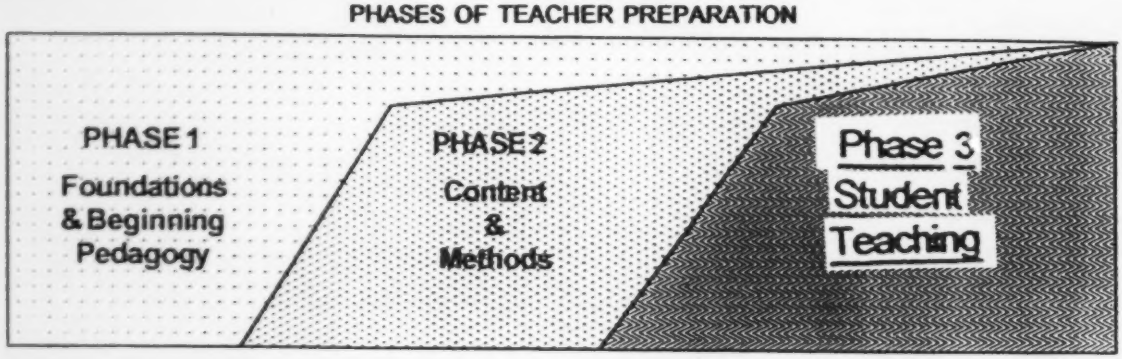
Curriculum Subcommittee Report: Teaming & Professional Development

January 4 , 1996

Pat Hayne
Debie Maddox
Margaret Finley
Stella Markovich
Barbara Bowie
Kathy Kutie
MaryAnn Chapko
Pam Sandoval
Paul Blohm, Chair

The subcommittee met on December 12 at IUNto plan the primary focus of curriculum delivery during Phase 3: Student Teaching. During this phase, the student instructor assumes the primary role of classroom teacher. The component experiences we identified for Phase 3 are listed below the diagram.

PHASES OF TEACHER PREPARATION



Phase 3 Student Teaching

- Manages instructional time & classroom effectively
  - has materials, supplies, equipment ready at start of instructional activity
  - promptly & actively involves students in lessons
  - promotes high level of time on task
  - controls physical conditions of class to maximize safety, health & learning: lighting, work space, storage, custodial care, physical attractiveness to students
  - organizes and maintains workable routines: taking attendance, collecting money, assigning classroom jobs to students; passing out, collecting & disposing of teaching materials and student work
  - uses students in the organization and maintenance of class routines, classroom rules and policies
- Manages student behavior effectively
  - establishes effective procedures for handling routine matters, student movement, & student talk
  - stops disruptive behavior promptly, consistently and empathetically (fosters dignity)
  - provides for purposeful activity
- Uses appropriate instructional strategies and activities effectively
  - begins teaching with background building as needed
  - introduces teaching by stating learning goals
  - models effective use of language
  - uses a variety of instructional techniques
    - conducts lectures with explanations
    - provides demonstrations/exhibits
    - asks questions at all cognitive levels
- Actively monitors student effort & performance
  - sets and maintains clear, firm & appropriate task standards (rubrics) and due dates
  - circulates during student activities to assist and assess students' effort and performances
  - routinely uses oral, written and product prompts to assess students' tasks, products & performances
  - uses portfolios for collecting, storing, showcasing & assessing authentic student samples (products and performances) of work and effort
- Provides effective instructional feedback
  - provides regular feedback on assigned work (inside & outside of class work)
  - affirms appropriate oral discussion response effectively & swiftly and then moves on
  - provides sustaining feedback following inappropriate or no oral response by probing, re-questioning, allowing additional think time, supplying clues
  - uses appropriate administrative methods for analyzing student growth and reporting progress via report card and/or parent conference
  - communicates with parents objectively, fairly, and in a friendly manner
- Facilitates instruction
  - uses objectives from district curriculum guide which match student needs and readiness
  - uses diagnostic information and assessment procedures to develop ant revise instructional plans and/or tasks
  - uses assessment data appropriately for instruction and placement
  - maintains accurate records of performance
  - organizes unit and lesson plans for long- & short-term effectiveness

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- provides direct and open discussions
- uses cooperative grouping
- integrates subjects topically/thematically
- promotes literature-based study
- promotes inquiry methods & research
- utilizes instructional aids for teaching: models, video/TV, transparencies, pictures, photos, maps, bulletin boards, computers, live plants/animals, audio & chalkboards
- takes field trips
- uses educational games

- develops conceptual learning which students can understand
- uses appropriate examples to explain and illustrate concepts, skills and strategies
- assigns tasks appropriate for learning goals
- conducts teaching and activities at appropriate pace
- makes effective transitions between teaching activities
- ensures that tasks and assignments are clear
- concludes lessons appropriately
- promotes student responsibility for their own learning
- demonstrates appropriate knowledge of subjects taught
- provides individual instruction as needed
- supports, promotes and maintains effective instruction in inclusion classrooms

- Exhibits effective human relations skills with the educational environment
  - consistently treats students fairly & equitably
  - interacts effectively with students, colleagues, parents & community
  - builds positive self-concepts among students
  - fosters environment free of ridicule
  - demonstrates an appreciation & concern for students as individuals, as evidenced in classroom interaction
- Performs non-instructional activities professionally
  - conducts non-instructional duties as assigned or as needed (e.g., PBA, text adoption, hall monitoring, bus detail)
  - follows, supports & models established laws, policies, rules & regulations
  - participates in professional development activities

This list is not intended to be exhaustive: rather, the list represents the curriculum experiences that we suggest should constitute the primary focus of Phase 3. These experiences should be viewed as specific areas of preparation for teaching that would have been introduced during Phases 1 and 2 and are now being focused on by the student instructor who has assumed primary teaching duties.

Professional Development Training

In addition, the subcommittee sought to identify Professional Development Training for the Instructional Delivery Teams. The subcommittee discussed the responsibilities for the members of each Instructional Team, how they might interact with the student instructors and each other, and how they might assess, conference with student instructors and report performance. The resulting discussion produced the following comments and suggestions for training:

The Instructional Delivery Team needs

- increased support for refining the student teaching experience
- training for the Teacher Instructor to coach and critique Student Instructors' progress
- to work as a team to schedule day-to-day touchstone observations
- to identify ways for collecting ongoing evidence of excellent, good, acceptable, needs improvement performance (professional portfolios?)
  - establish criteria and rubrics for performance
- to establish procedures for implementing a multiple observer approach for student teaching
- training to provide mini-workshops to Student Instructors as need, e.g., assessment, parent conferencing, learning styles, characteristics of middle school learners
- to establish and maintain a systematic metoring relationship with Student Instructors
- to ensure that phases of development interlock for Student Instructor placement
- a systematic approach with clear criteria for selecting Teacher Instructors
  - training in current teacher-training practices and teaching trends
  - training in supervision and cognitive coaching
  - can successful give class over to the Student Instructor
  - is recognized as a "lead" teacher and contributer to the school program
- annual orientation to the Instructional Delivery Team process

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Appendix D

IUN Division of Education
Planning for NCATE
A Working Model

Planning for NCATE: A working model.

These pages are intended to provide a framework for carrying out our reviews of programs along lines suggested by the INTASC standards, the NCATE standards and the Professional Standards Board of the Indiana Department of Education.

Changes will likely have to be made that reflect our commitment to rethink how we make judgments about student knowledge and performance and how we might implement our commitments to collaboration with schools and practicing teachers. We have over the years made many adjustments to our programs as we have carried on our historic commitments to field-based instruction & to early and continuous field experience. More recent efforts have been made to incorporate computer literacy in our training programs, to improve our focus on diversity education, and to explore how we might more fully realize performance based assessment within our courses and develop a more comprehensive model of performance based assessment within programs. Most recently we have made a commitment to see how Professional Development School concepts can be used to further our goals and objectives.

Figures 1 - 3 (attached) are intended to provide a template for faculty reflection on our current programs and to think about how we currently respond and how we can more effectively respond to these and other concerns as are expressed in the IPSB, INTASC and NCATE documents. *Figure 1* provides a time-line that begins by considering where we must be by Fall 1997, and works backward to the present time. This is offered as a stimulus for completing tasks related to the larger task of curriculum review and revision in an orderly way. The nature and completion of tasks is meant to be a negotiable process.

Figure 2, Program Planning Model for UG El Ed, provides a starting place for the two committees of the Division of Education (DOE) faculty to begin program review. *Figure 2* represents a simplification of *Figure 3, Division of Education Issues & Considerations for Long-Range Planning*, which presents a fuller picture of the programs of the DOE and of the variety of perspectives from which they must ultimately be examined. We want to start with the simplified model and narrow scope of *Figure 2* to begin our work to renew the Undergraduate Education Elementary Education program. . Success and confidence with this will lead to applying the model to other programs of the DOE and from other perspectives.

The Undergraduate Elementary Education program will be focused on without reference to endorsements or certificates- from the three perspectives of: Curriculum (taken as meaning those written plans of experiences intended to provide students with the competencies of the program), Assessment (by which we mean the entire scope of measures and evidence, both within courses in the field and within the overall program that will provide information to faculty, to our students, and to potential employers concerning the actual competence of our completing undergraduate students), and Collaboration (by which we refer specifically to the collaboration with University and School personnel that will also judge student performance and further validate our curriculum).

We have agreed to begin with a review of existing courses (represented by current course syllabi and materials of faculty teaching those courses) and of the report generated by the curriculum committee chaired by Dr. Galloway consisting of both Division and School personnel - in particular our partners in the UTEP project. These documents are to be considered together with the relevant INTASC and NCATE documents to generate appropriate sets of "Knows and Dos."
{It is suggested that this paragraph be revised to explicitly reflect INTASC categories of "dispositions, skills and knowledge;" basically the same material but re-packaged.}
The "knows" take the form of goal statements about what you believe the beginning professional teacher needs to understand about content, children, schools, professionalism etc. These goals will probably need to be given substance in terms of behaviors that can be demonstrated in or out of the classroom and that provide evidence that the goals have been acquired. The "Dos" refer to goals also, but the focus of these is on what we expect the new professional will be able to do in actual school contexts. And, of course, these goals will also need to be objectified in some sensible way.

RE: Goals and Objectives. The following are not non-negotiable positions, but do seem to be defensible interpretations from many discussions. They should be taken as operational forms for working - as they work. To the extent they do not work, faculty will have to make adjustments.

There seems, then, to have emerged an understanding that the goals are to be comprehensive and descriptive so that the content we have in mind is clear to faculty and practicing professionals. The objectives are selected statements about student behavior that provide evidence that the goals have been achieved. They are arbitrary in the sense that other

sets of objectives may as well indicate the achievement of the goals, but that these are selected as those we will use to help make decisions about competence. It may be that we will want to take them as "the objectives," or it may be that we will take them as illustrative, and that other face-valid, but as yet unspecified, behaviors may be accepted as well. However, a few things seem to be important.

i The objectives can be and will be assessed.

ii The goals do efficiently and with recognizable clarity to all describe what we want the new professional teacher to be like.

iii The objectives should not multiply so as to pose little more than a complex check-sheet that denies the academic freedom and insight of varying instructors, and legitimate variations in student performance.

iv The goals and objectives should lend themselves to portfolio demonstration. Student transcripts along with their portfolios provide adequate evidence that the new professional possess both the "Knows, Dos and Dispositions" (here after referred to as KDD) required of an entering professional teacher.

Attention needs to be given to:

1. An efficiently organized set of KDD that can be monitored and exhibited as the student proceeds from "exploring education as a profession" to demonstrating competence as a fully prepared, if novice, teacher.

2. The changing concerns of pre-service teachers as they proceed through a preparation program.

3. The sequencing of tasks related to the KDD, that leads logically to a well prepared Elementary School teacher.

4. Re: Existing Courses. It is suggested that though existing courses have formed the general basis for forming working groups, that we all think in terms of "zero course" planning. Use goals and objectives of current courses, use INTASC principles etc. and use the competencies that have been described by Dr. Galloways committees, but think about sequencing and structuring experiences in ways that seem optimal for student needs, interests and developing expertise as you now see them.

When these ideas are grouped and re-grouped in goals for each semester, we can then

consider how existing courses might be used to accomplish this sequencing, or perhaps what new kind of course may be needed to accomplish the sequence.

5. Re: Practicing teacher reflective input. The competencies that were developed by the committees last fall were strongly informed by the insights and beliefs of practicing teachers. During this phase of our planning it seems wise for us to reflect on what we have already heard and organize our thinking in light of this information. Following this phase of planning, we will need a "reality check". We will re-convene larger groups that include professional school teachers to reflect upon what we have done, to validate or to challenge it and then to suggest modifications based on this review. This is a planning stage that university faculty must go through prior to developing more permanent process committees that include teachers in the field.

6. Re: Other "windows". For our initial work we will focus upon the Elementary Undergraduate program using the windows of Curriculum, Assessment and Collaboration. Assessment issues are many but include consideration of student portfolios and proficiency assessments based on criteria in addition to grades and gpa considerations. Our reviews will need to include reflecting upon the plan from other perspectives as presented in *Figure 3.* We think we should begin with our single largest program, and use this experience to launch a review of secondary programs, our graduate programs, and of our ancillary programs (i.e. endorsements and certificates).

7. Re: Record keeping for a program portfolio. It is important that we keep summary records of what we are doing to provide an institutional memory of these things. Some way of documenting both the process of program review, and the adjustments in program that we come to must be provided. This has been referred to as an essential part or parts of a Program Portfolio.

8. RE: Next steps - To reflect on a time line.

A suggested time line for working is presented in *Figure 1*; some critical events need to be identified and attended to. The initial plan for sequencing courses, experiences and competencies will need to be completed early in the Fall of 1996, and some adjusted form validated early enough in the Spring of 1997 to plan for Fall 97 scheduling. We will begin with the El Ed. Undergrad Program, and after a first draft has been proposed, we need to expand our

focus to:

i. Undergraduate Secondary

ii. Ancillary Programs

iii. Review of our first draft of Undergraduate El Ed.

The time line of *Figure 1* outlines tasks in a general time frame in which they must be completed. *Figure 1* is to be thought of as a working document. The months of the next academic year need to be filled in with activity and product descriptors.

Immediately, we need to authorize and formalize some kind of plan along the lines that have been shared to accomplish our overall Goals.

Planning for NCATE
Time Line/Planning Blocks for Program Components

Spr 96	SS 96	F 96	S 97	SS 97	F 97
Formulate a plan for Working Initial Committee Reports		Plans for UG El Ed & Sec Ed Drafts for Ancillary Programs	Finalize El & Sec UG program Finalize Ancillary Schedule Fall 97	Written documentation of program Bulletin copy Adjustments	Implement a "first pass" for El Ed UG Sec Ed & Grad Program under review
		Grad Program at Hammond			

Sept NCATE Ann Rpt IPSB Ann Rpt Prog Port Outln	Jan	June	Sept
Oct Rpts due Oct 1 Prog Port Dev.	Feb	July	Oct
Nov Prog Port Dev.	Mar	Aug Prgm Port Completed	Nov
Dec	Apr		Dec
	May		

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This time line is a working document; it is to be used as a guide and adjusted as needed to achieve the goals for Fall/Spring 97. It seems clear that we need to have an adjusted El Ed and Sec Ed UG program in some kind of operational form by that time. Think in terms of an initial group first; then consider what we must do to assist students already in the program to complete their work in an orderly way and in a way that preserves their reasonable time expectations. We **MUST** have at least the El Ed. It seems reasonable that we have the Endorsement

FIGURE 3

DIVISION OF EDUCATION

ISSUES & CONSIDERATIONS FOR LONG-RANGE PLANNING

MAY 1996

FIGURE 2

DIVISION OF EDUCATION

PROGRAM PLANNING MODEL FOR UNDERGRADUATE ELEMENTARY EDUCATION

Responsibilities

Roles of Dean (Acting Dean)

The Dean will have responsibility for coordinating all facets for the NCATE visit (e.g., preparation of necessary forms, reports, and interview schedules).

Roles of Planning and Assessment Committee (PAC)

The Administrative Handbook describes the Planning and Assessment Committee as charged with "the responsibility of proposing short and long term program policies and priorities and monitoring and assessing progress toward those policies and priorities. In this regard, the Committee seeks to ensure that (1) students' activities and course work in teacher preparation include authentic learning experiences, (2) field placement-related assessment is conducted in context of the setting and task, (3) the assessment guidelines, instruments and procedures devised to establish and monitor entry and exit requirements for undergraduate and graduate students are appropriate, (4) the students in the education program are satisfied with undergraduate or graduate teacher preparation, and (5) the DOE faculty examine the curriculum, requirements, materials and the teaching approaches in their course syllabi for staying current with the research literature and for promoting the Division's mission.

In preparation for NCATE, the PAC will be responsible for coordinating the activities of the two performance-based assessment planning committees:

- Foundations
- Methods

The PAC will assure that the Performance-based Assessment Planning Committees direct their work toward the agreed upon guidelines. The PAC will ensure that the work of each committee dovetail with the work of all other committees related to the restructuring of the DOE and that status reports are provided to all DOE faculty at decision making points for review, comment and approval.

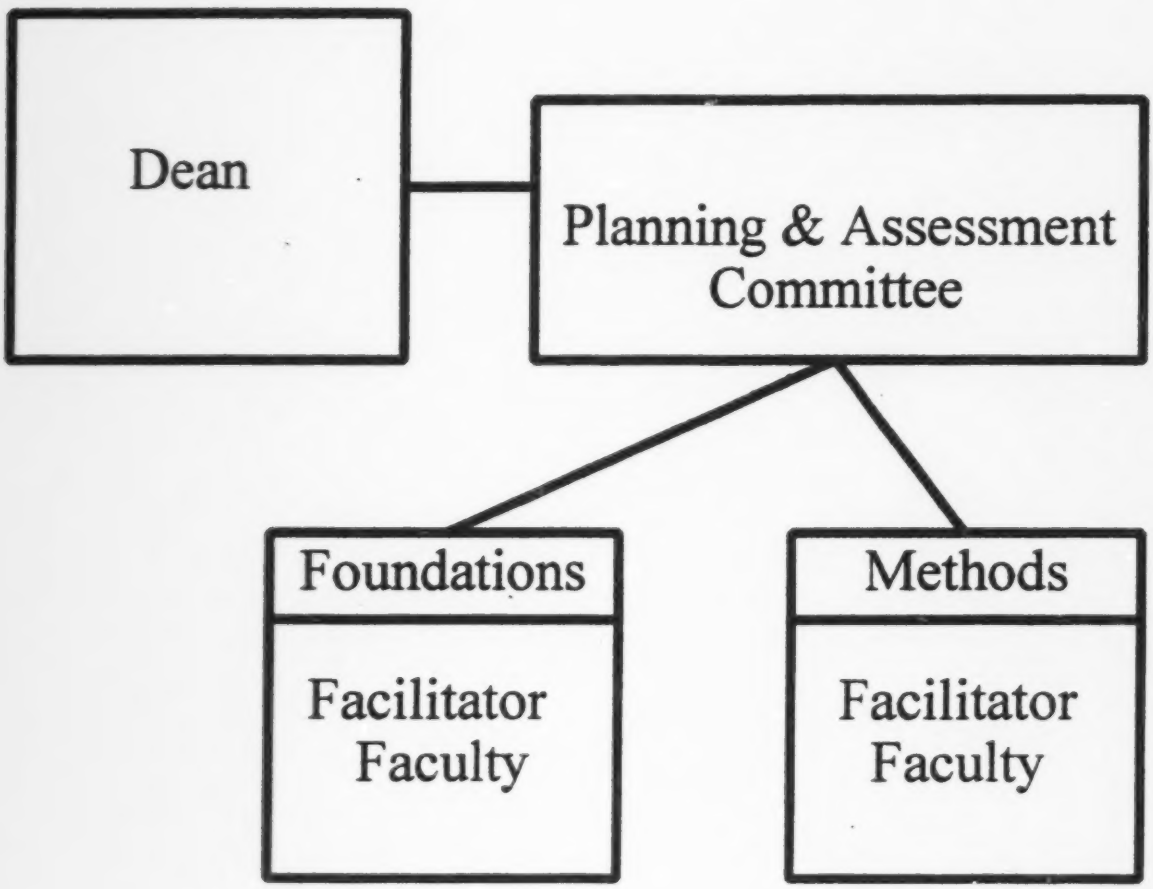
Roles of Foundations and Methods Facilitators

Facilitators will assure that timely meetings take place, that appropriate resources are collected, and that equitable and productive discussion takes place in meetings. They will oversee the development of documents outlining the results of committee planning that will be shared with all faculty. Jointly, they will meet regularly with the PAC and the Dean to ensure that programmatic recommendations from each committee are reciprocal and dovetail with any other ongoing planning in the DOE.

Roles of DOE Faculty on Foundations and Methods Committees

DOE faculty on the Foundations and Methods Committees will participate fully and actively in the development of Performance-based Assessment in teacher preparation. They will attend planning meetings, investigate and propose guidelines and assessments within their own area of expertise, and actively participate in the development of pilot projects and written documents. This is not intended to reduce or abrogate the academic freedom of individual faculty members. However, a close degree of cooperation and collaboration is needed to create a complete and consistent student experience as delineated in the INTASC standards.

IUN Division of Education
Planning Structure for Development of Performance-based Teacher Preparation



IACTE Task Force on Performance-Based Licensure
Recommendations 1-14

1. Content providers will be NCATE accredited or satisfy NCATE standards.

2. Content providers will state the mission and conceptual framework on which programs are based.

3. The stakeholders will be integrally involved in development of program goals.

4. Program goals will be consonant with NCATE, state, and institutional standards and will be translated into performance-based outcomes.

5. Content providers will engage teams of persons responsible for the delivery of programs to design the programs and their delivery mechanisms (e.g. P-12 practitioners, college faculty).

6. The program demonstrates the integration of the various stages within the overall program.

7. The content provider will submit comprehensive assessment plans to the state to document quality and accountability for individual and program outcomes.

8. Assessment plan characteristics must include certain key characteristics.

Program Assessment

a. evidence that adopted assessment system is linked to the Indiana standards
b. description of how the assessment plan is related to the mission and philosophy of the unit and institution
c. documentation of what the program purports to teach and how it determines that students learn
d. description of multiple formative assessments where feedback is given to the candidate
e. licensure assessment data that are collectively used as part of the program assessment
f. multiple feedback loops for gathering information for program improvement
g. credible evidence that goals are being achieved
h. assessment findings that are reviewed in light of program goals to determine areas for program refinement and revision
i. evidence that refinement and revisions are made

Individual Assessment

a. documentation of the knowledge, skills and dispositions acquired by the candidate
b. clearly described techniques for assessing the candidate's performance
c. description of multiple formative assessments where feedback is given to the candidate
d. description of multiple summative decision points that utilize credible and cumulative evidence
e. provisional licensure after successful completion of pre-service program & external assessment by a national standardized test of professional practice at program completion
f. major accountability shifts to P-12 during induction year but collaboration with content provider is maintained
g. principles of individual licensure a-d also apply to the induction year: P-12 district must gain state approval of an assessment model

9. These assessment plans will be collaboratively implemented by the content provider and P-12.

10. The content provider presents a clear description of how assessment plans will be managed.

11. There is a process for reviewing and revising the licensure and program assessment plans.

12. There is a designated transition period in which institutions may move from the current program approval system to the new one without fear of reprisal.

13. There is education of all parties involved in the underlying principles and strategies for bringing about the changes implied by these recommendations

14. As a partnership state with NCATE, Indiana should collaborate with NCATE to determine ways to minimize institutions' paperwork and duplication of effort in documenting accountability and quality in this new system.

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Appendix E

IUN Division of Education
Summer 1996 Draft Mission Statement
and Restructuring Graphic

IUN Division of Education
Draft Mission Statement
6-18-96

We recognize the importance of education to the growth and development of the many and diverse communities we serve. The university community responds to these diverse communities through its broad teaching, research, and service missions. The Division of Education implements these three missions through the preparation of professional educators, the advancement of professional knowledge and practice, and through response to emerging educational needs of our communities.

The Division of Education endeavors to prepare educators who are knowledgeable, skilled, ethical, reflective, collegial, culturally appreciative, sensitive, responsible, and service oriented. These educators are committed to self-directed inquiry that leads to continuous personal and professional development. These persons are reflective practitioners who are technically skilled and ethically grounded. The Division is a professional community in which these same qualities and dispositions are valued and modeled.

Division service and research are directed to the broad educational needs of the people we serve. We provide meaningful inservice and outreach programs. The research we conduct is designed to improve, apply, or advance knowledge in the field of education.

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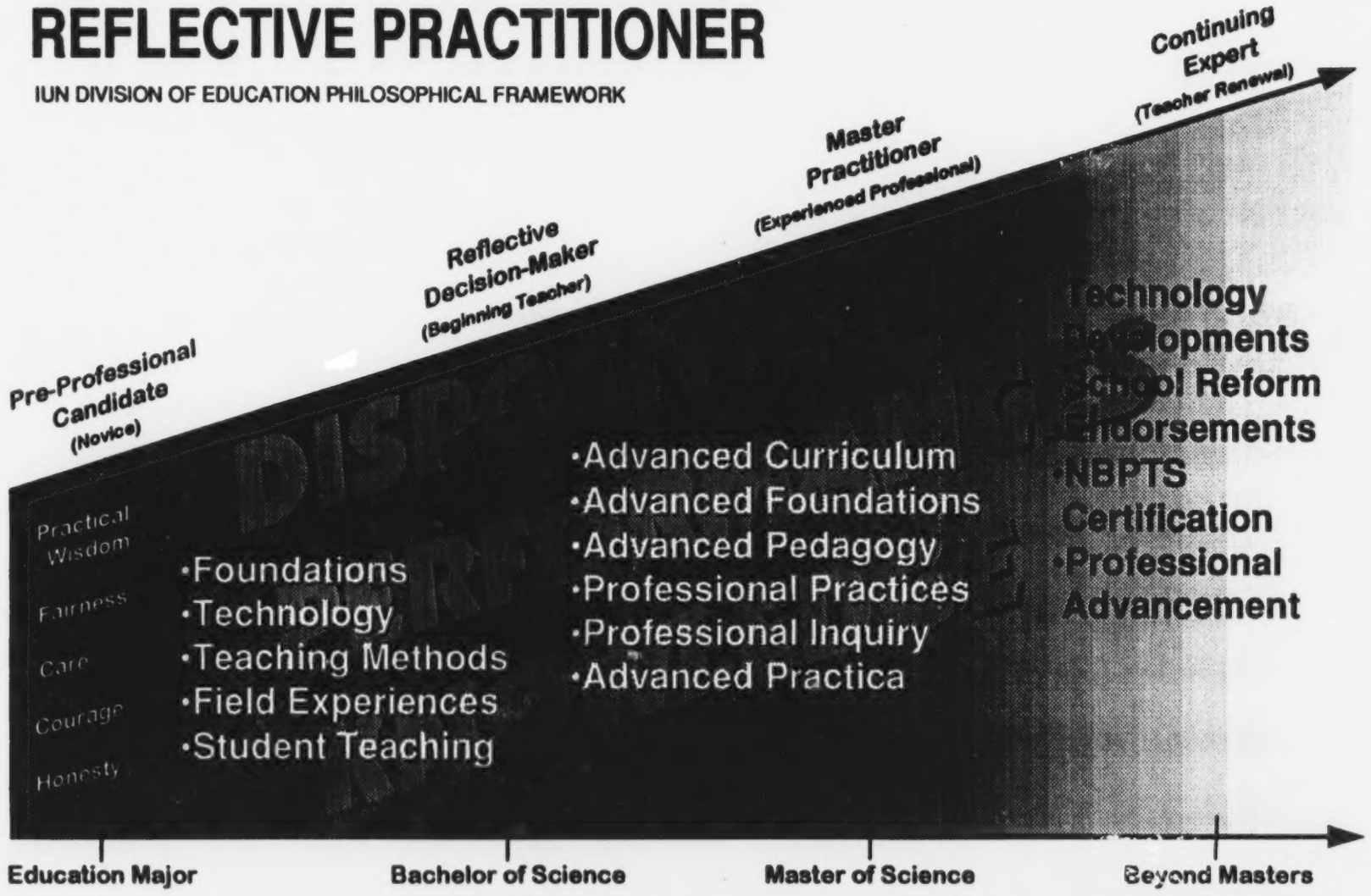
TEACHER AS A TECHNICAL & ETHICAL REFLECTIVE PRACTITIONER

IUN DIVISION OF EDUCATION PHILOSOPHICAL FRAMEWORK



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DRAFT COPY 5/30/96 Paul Blohm

Appendix F

IUN Division of Education
Master's Degree in Secondary Education
Urban with Special Education

Indiana University Northwest
Division of Education

Master's Degree in Secondary Education:
With Options in Urban Education and Special Education

The Division of Education offers a unique program leading to a Master's Degree in Secondary Education. The completion of this program will qualify persons with bachelors degrees in fields outside of education for licensing in secondary education.

Students with non-education baccalaureate degrees may complete the secondary urban teacher certification program by completing twenty-eight (28) credit hours at Indiana University Northwest in one or more of the following areas:

* English
* Foreign Language
* Mathematics
* Science
* Social Studies

These students will also complete thirty-eight (38) credit hours in education that result in both a Master's Degree in Secondary Education and licensure. Important to note are twelve (12) hours of course work included in this graduate degree that apply toward a special education endorsement in mild disabilities. The student who desires to complete such training will need to complete only twelve (12) credit hours of coursework beyond the Master's Degree to receive this endorsement.

Who is the program designed for?

This program is intended to reach the "best and brightest" noneducation majors who desire to be teachers in urban schools. The program will ensure that entry-level teachers are exposed to current and appropriate modes of teaching under the direction and able assistance of a classroom teacher and a university faculty member. At the same time, with over 80% of all students with disabilities being included in regular classrooms, this coursework benefits future teachers instructing students labeled LD or MIMH in urban classrooms.

Curriculum Objectives

1. Develop professional commitment to improving education for all students regardless of color, ethnicity, creed, gender, socioeconomic status, or disability.

2. Develop sensitivity toward differences in cultural backgrounds and learning styles.

3. Acquire substantive knowledge and develop a high level of effectiveness that will enable one to teach all children effectively in urban schools.

Master's Degree in Secondry Education:
With Options in Urban Education and Special Education

ENTRY LEVEL BLOCK

Y520 - Strategies for Educational Inquiry (3 cr)
H520 - Education and Social Issues (3 cr) *
S503 - Secondary Curriculum (3 cr)

Select One Course:

P510 - Psychology of Teaching (3 cr)*
P516 - Adolescent Psychology (3 cr)*

Select One Course:

P507 - Testing in the Classroom (3 cr)* #
P508 - Practice in Measurement (3 cr)* #

SECONDARY EDUCATION

S512 - Methods of Teaching in Secondary Urban Schools (3 cr)*
S508a - Problems in Secondary Education: Content Area Methods in Urban Schools (3 cr)*
M501 - Field Experience (2 cr)*

DIVERSIFICATION: URBAN/SPECIAL EDUCATION

T550 - Cultural/Community Forces in the School (3 cr)*
K505 - Introduction to Special Education (3 cr)* #
K550 - Introduction to Mental Retardation (3 cr) #
K521 - Introduction to Learning Disability (3 cr) #

EXIT COURSE

S508b - Problems in Secondary Schools: Urban Teaching Practice (3 cr)*

The following twelve (12) hours would be needed to complete a special education endorsement in mild disabilities:

K519 - Psychological Assessment of the Exceptional Child (3 cr) #
K535 - Assessment / Remediation of Mild Disabilities I (3 cr) #
K595 - Practice in Special Education I (0 cr) #
K536 - Assessment / Remediation of Mild Disabilities II (3 cr) #
K595 - Practice in Special Education II (0 cr) #
K501 - Adapting Computers to Special Education (3 cr) #

Bold type indicates Masters Degree Requirements

* Secondary Certification Requirements
\# Special Education Endorsement Requirements

Appendix G

UTEP 1996-97 Budget

UTEP Final Budget						
07.01.96 - 06.30.97						
Revised 6/20/96						
Categories	Expenses		Income			
Personnel			IUN 06-604-02	Districts	DOE 06-604-00	Totals
Faculty (2 FTE)	$90, 665.00		$90, 665.00			$90, 665.00
Fringe Benefits	$35,115.00		$35,115.00			$35,115.00
SUBTOTAL	**$125,780.00**		**$125,780.00**	**$0.00**	**$0.00**	**$125,780.00**
PDS						
2 Coordinators	$50,248.00		$0.00	$50,248.00		$50,248.00
Block Grants	$36,000.00		$36,000.00			$36,000.00
Tuition Waivers	$4,500.00		$4,500.00			$4,500.00
TI Stipends	$3,000.00		$3,000.00			$3,000.00
Urban Field Stipends	$2,500.00		$2,500.00			$2,500.00
Mentor Fees	$3,000.00		$3,000.00			$3,000.00
Substitutes	$2,000.00		$2,000.00			$2,000.00
SUBTOTAL	**$101,248.00**		**$51,000.00**	**$50,248.00**	**$0.00**	**$101,248.00**
General Costs						
Main Office Supplies	$2,560.00		$1,290.00		$1,270.00	$2,560.00
Development	$4,900.00		$3,030.00		$1,870.00	$4,900.00
Student Support	$6,500.00		$5,900.00		$600.00	$6,500.00
SUBTOTAL	**$13,960.00**		**$10,220.00**		**$3,740.00**	**$13,960.00**
TOTAL	**$240,988.00**		**$187,000.00**	**$50,248.00**	**$3,740.00**	**$240,988.00**

Revised Budget 1996-1997

Personnel	
Faculty (2 FTE)	**$91,170.00**
Fringes	**$30,000.00**
Subtotal	**$121,170.00**
PDS Costs	
Block Grants	**$36,000.00**
Tuition Waivers	**$4,500.00**
PDS TI Stipends	**$3,000.00**
Urban Field Stipends	**$2,500.00**
Mentor Fees	**$3,000.00**
Substitutes	**$2,000.00**
Subtotal	**$51,000.00**
General Costs	
Main S &E	**$3,430.00**
Professional Dev.	**$4,900.00**
Student Support	**$6,500.00**
Subtotal	**$14,830.00**
Totals	**$187,000.00**

Appendix H

UTEP Written Agreements, 1996-97

PDS AGREEMENT

1996-1997

This document comprises the collaborative arrangement between the Division of Education (DOE) and the Gary Community Schools Corporation. On this 4th day of June, 1996, both parties agree to the following:

1. Gary 's PDS will be Drew Elementary School. The administration and faculty have agreed to serve as a site for three years. As compensation for being a PDS, Drew will receive a block grant of $12,000 and another $1,500 in lieu of 12 graduate credit hours. A total of $13,500 will be paid in two installments in September, 1996 and January, 1997 to the Gary Community School Corporation, Department of Federal Budget and Control. The use of the said block grant will be determined by the teachers and administration at Drew Elementary School;

2. The site will have a half-time Coordinator in the person of Mrs.Andree Anderson. The Coordinator will receive one half (1/2) of her salary as a teacher and fringe benefits from the Gary Community School Corporation, plus a stipend from the aforementioned block grant, as determined by the teachers and administration at Drew Elementary School;

3. The number of TIs will be increased to include at least 10-15 teachers who will commit to work with UTEP students. TIs will be paid $25 per student directly by UTEP for any student who fulfills his/her total block field experience requirements . The DOE Placement Office will pay $120 per student teacher for 12 weeks of student teaching (If less than 12 weeks, the fee will be pro-rated). A TI list will be provided to the UTEP Director by June 7, 1996. The number of UTEP students in the PDS at any given time will not exceed 15 without the written permission of the faculty and administration;

4. A faculty member with urban expertise will serve the PDS as a "Resident Education Professor," providing professional development and technical assistance with school improvement.

5. A UTEP office or space will be maintained in the PDS with some clerical support.

District Superintendent	Date	University Chancellor	Date
PDS Principal	Date	Education Dean	Date

UTEP Director Date

PDS AGREEMENT

1996-1997

This document comprises the collaborative arrangement between the Division of Education (DOE) and the School City of East Chicago. On this 31st day of May, 1996, both parties agree to the following:

1. East Chicago's PDS will be Central High School. The administration and faculty have agreed to continue as a site for another three years. As compensation for being a PDS, Central will receive a block grant of $12,000 and another $1,500 in lieu of 12 graduate credit hours. A total of $13,500 will be paid in two installments in September, 1996 and January, 1997 directly to Central. The use of the funds will be under the discretion of the teachers and administration at Central;

2. The site will have a part-time Coordinator in the person of Mrs. Kathy Kutie. Two thirds of her salary will be dedicated to her teaching duties; one third will be dedicated to her duties as PDS Coordinator including benefits and insurance;

3. The number of TIs will be increased to include at least 10-15 teachers who will commit to work with UTEP students. TIs will be paid $25 directly by UTEP per student for a full placement or they will share the fee for a split placement . The DOE Placement Office will pay $120 per student teacher. A TI list will be provided to the UTEP Director by June 7, 1996. The number of UTEP students in the PDS at any given time will not exceed 15 without the permission of the faculty and administration;

4. A faculty member with urban expertise will serve the PDS as a "Resident Education Professor," providing professional development and technical assistance with school improvement.

5. A UTEP office or space will be maintained in the PDS with some clerical support.

District Superintendent	Date	University Chancellor	Date
PDS Principal	Date	Education Dean	Date

UTEP Director Date

PDS AGREEMENT

1996-1997

This document comprises the collaborative arrangement between the Urban Teacher Education Program and the School City of Hammond. On this 4th day of June, 1996, both parties agree to the following:

1. Hammond's PDS will be Eggers Middle School. The administration and faculty have agreed to continue as a site for another three years. As compensation for being a PDS, Eggers will receive a block grant of $12,000 and another $1,500 in lieu of 12 graduate credit hours. A total of $13,500 will be paid in two installments in September, 1996 and January; 1997 directly to Eggers. The use of the funds will be under the discretion of the teachers and administration at Eggers;

2. The site will have a part-time Coordinator in the person of Mrs. Debra Maddox. The Coordinator will receive a stipend taken from the block grant;

3. The number of TIs will be increased to include at least 10-15 teachers who will commit to work with UTEP students. TIs will be paid $25 per student directly by UTEP for a full placement or they will share the fee for a split placement . The DOE Placement Office will pay $120 per student teacher. A TI list will be provided to the UTEP Director by no later than August 1, 1996. The number of UTEP students in the PDS at any given time will not exceed 15 without the permission of the faculty and administration;

4. A faculty member with urban expertise will serve the PDS as a "Resident Education Professor," providing professional development and technical assistance with school improvement.

5. A UTEP office or space will be maintained in the PDS.

District Superintendent	Date	University Chancellor	Date
PDS Principal	Date	Education Dean	Date

UTEP Director Date

Appendix I

UTEP Core Staff Recommendations to Policy Board, 1996

"Revised"

Core Staff Recommendations to the Policy Board

June 12, 1996

1. The Core Staff recommends that a Finance Committee be established with the following purpose and responsibilities, membership, and meeting time frame.

A. Purpose & Responsibilities

The purpose of the Finance Committee will be to discuss and approve the budget, including Block Grants, Tuition Waivers, Partner Contributions, as well as In-Kind Contributions. Other responsibilities would include finalizing contractual agreements and approving external funding applications related to the collaborative, as well as reviewing expenditures semi-annually.

B. Members/Designees

It is recommended that the committee consist of IUN's Chancellor & Urban Superintendents; Div. of Ed. (DOE) Dean & PDS Principals; Financial Officers of the Districts & University; and an IUN Faculty Representative & a Union Representative from each district.

C. Time Frame

To expedite the business of the collaborative, it is recommended that the Finance Committee meets minimally twice a year, preferably once in the Fall, around October, and once in the Spring, no later than April and have other meetings as needed.

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2. The Core Staff recommends that a PDS Advisory Committee be established for each school with the following purpose and responsibilities, membership, and meeting time frame.

A. Purpose/Responsibilities Committee

The PDS Advisory Committee is established to advise the urban collaborative on issues and practices related to the development and continuation of the PDS model. Suggestions and advice are recommended in two major areas: Program Structure/Delivery and Program Content. The first area includes the relationship between the PDSs and the University, issues related to being a PDS, centering around school improvement, professional development, field experiences and student teaching, professor/student/teacher teams, and research in urban schools. The second area includes the development and refinement of urban content.

It is imperative that this Advisory Committee be responsive to assessment, curricular development, and implementation in the DOE, in the urban districts, as well as in the individual PDS sites.

B. Membership

Core Staff recommends that each Advisory Committee has balanced representation of school and university faculty members, which we believe is necessary for the success of the program. It is further recommended that each PDS Advisory Committee taps into the existing advisory structure at that PDS and that representatives be selected within each unit. The following membership is recommended:

(2) IUN Faculty Members
(1) IUN Student
(1) Parent Representative
(2) PDS Faculty/Staff Members

C. Time Frame

It is recommended that each PDS Advisory Committee meets regularly and that there be a combined meeting of all three PDS Advisory Committees twice a year, at least a month prior to the Finance Committee meetings.

3. The Core Staff recommends that the following roles and responsibilities be adopted for the Resident Education Professor, PDS Coordinator, and Teacher Instructor positions.

A. Resident Education Professor

This role of the Resident Education Professor is to link school renewal with the renewal of teacher education at the PDS. The duties for this position include:

1. Assist with professional development initiatives at the PDS
2. Provide technical assistance with the School Improvement Plan
3. Work directly with new TIs at each PDS
4. Provide assistance and support to student instructors

It is suggested that this person distributes time among the PDS sites in appropriate ways. The new PDS this year will require more intensive support.

B. PDS Coordinators

The role of the Coordinator in East Chicago, Gary, and Hammond will vary depending upon the time allocated to that position by each district. The following responsibilities will be common to all the Urban Professional Development School Coordinators:

1. Facilitation of the placement of IUN Students
2. Communication liaison between the University and the PDS
3. Orientation of Student Instructors regarding PDS and district policies and guidelines
4. Coordination of activities with IUN Resident Education Professor
5. Coordination of activities with the PDS staff

C. Teacher Instructors

The role of the teacher instructor will be to work directly with the student instructors in the classroom setting to facilitate their understanding of the relationship between theory and practice. Their major duties will include:

1. Preparation for and facilitation of field assignments
2. Reflection with student instructors
3. Assessment of student instructors
4. On going communication
5. Willingness to serve on the Advisory Committee
6. Participation in Professional Development